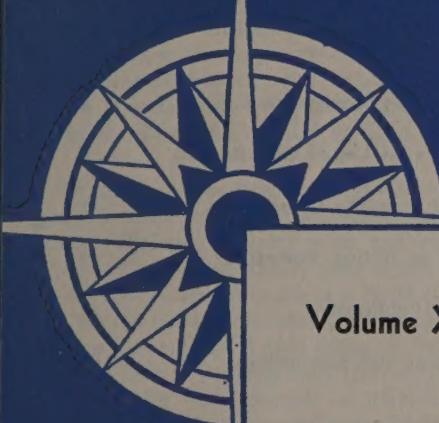


# THE COMPASS

AMERICAN ASSOCIATION OF SOCIAL WORKERS



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Number 2

## PROBLEMS OF ADMISSION AND EVALUATION IN SCHOOLS OF SOCIAL WORK

## SOME FACTS ABOUT PROGRAM AND OPERATIONS

## 1943 DELEGATE CONFERENCE

## FELLOWSHIPS AND SCHOLARSHIPS

SOCIAL Work Fellowships and Scholarships, page 22, have a particular significance this year because of the nature of the current need to increase the number of persons undertaking professional preparation for social work. The AASW compiles a list of scholarships and fellowships each year, and reprints of the list for 1943-44 on page 22 are available at 15¢ a copy.

ON page 13, more about why it is important to pay membership dues promptly, to facilitate and economize on the dues collection procedure which is now being further simplified to reduce costs.

QUESTIONS raised by an article on the AASW in the September issue of the *Social Service Review* were the primary occasion for the statement on **Some Facts about Program and Operations**, to be found on page 5. A letter has been sent to the *Social Service Review* explaining that there were discrepancies in the article from the facts about AASW history, plan of operation and program, and bringing THE COMPASS statement to the attention of readers of the Review.

THE discussion of issues about admissions and evaluations in schools of social work in the article by *Alice Taylor* and *Ernest Witte*, on page 3, furnishes material important for further clarification of the appropriate role of the AASW on problems of professional education.

THE cover of this issue is an experiment. THE COMPASS expects to hear from those who don't like the result! It hopes to hear also from those who do.

## CONTENTS

Article	Page
Problems of Admission and Evaluation in Schools of Social Work.....	3
Some Facts about Program and Operations .....	5
Further Steps in Securing Executive Secretary .....	7
1943 Delegate Conference Call.....	8
Comments on Use of Case Records .....	9
National Standing Committees .....	11
Change in Billing Procedure.....	13
Chapter Publications.....	14
Fellowships and Scholarships.....	22

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# PROBLEMS OF ADMISSION AND EVALUATION IN SCHOOLS OF SOCIAL WORK

By Alice L. Taylor and Ernest F. Witte

QUESTIONS and problems needing the attention of the whole profession are presented in this article by *Alice L. Taylor*, Instructor in Social Case Work and Supervisor of Field Instruction in the Montreal School of Social Work, and *Dr. Ernest F. Witte*, Director of the University of Washington Graduate School of Social Work. The authors offer this material for discussion with the hope that further study and collaboration on these questions by the schools and those in practice will lead to improvements in selection methods and in definition of evaluation standards. THE COMPASS will be glad to receive comments about this material and will publish those submitted in so far as space permits.

Decisions regarding the admission and evaluation of students are among the most important responsibilities resting with schools of social work. This is especially true since attendance at schools of social work is a basic requirement for social work positions and for membership in the American Association of Social Workers. In fact it may be said that the schools determine the very essence of qualifications for professional practice and membership.<sup>1</sup> With the sharp drop in enrollment in most schools of social work and major attention therefore being given to the problem of recruitment, the timeliness of a discussion of selective admission may be questioned. On the contrary, it is more imperative than ever that attention be given to the development of admission standards whether they are immediately applicable or not if we are not to endanger what progress we have made and to prepare to meet the needs of the future.

The primary purpose of this discussion is to raise certain questions and problems which are frequently encountered by the schools in the admission and evaluation of students. We are conscious of the difficulties involved in evaluating and measuring potentialities of students and workers, particularly with respect to attitudinal behavior and personality adjustment. No attempt is made here to answer finally any of the questions raised. Rather it is hoped that further discussion and critical study will be stimulated looking to improved methods in the process of selection, a sharing of experience among schools, and more uniformity in admission and evaluation standards in the schools.

There is frequently only a hazy idea among preprofessional advisers and applicants regarding the scope of the field of social work, of the special knowledge necessary for it and the type of qualifications essential to a professional person upon whom much individual responsibility will rest in the performance of his duties. Some undergraduate social science departments and other professional groups have admitted frankly that they have looked upon social work as a field for their less promising students. In the past the admission of such students has sometimes occurred with a consequent lowering of professional standards and a failure to gain the respect of those persons engaged in related professions.

The preprofessional period might well provide an initial rough sifting and testing ground for the interest and potentialities of the inexperienced person. Undergraduates taking majors in the social sciences are looking more and more to the public services for employment. It is important that they have accurate information regarding requirements of the field since enrollment in schools of social work is sometimes motivated merely by a desire for a job in a field in which there are numerous openings at present and where personnel requirements do not always include professional preparation. An early discovery of potentialities, or lack of fitness for a field dealing primarily with human relations, is particularly valuable to the young person in order to allow for redirection of interests with as little loss to him and to the profession as possible. Where there is no protective legal certification to practice as in law and medicine, there must be a continuing evaluation and sifting during the entire period of study to insure as nearly as possible that only the qualified will be eligible for practice.

<sup>1</sup> See "Criteria for the Consideration of Membership Requirements and Methods of Admission." THE COMPASS, Nov. 1942, Vol. XXIV, No. 1, page 6.

Various methods and procedures for selection and sifting at the point of admission have been used. It is recognized that the merits of no one method are sufficiently well established to warrant its exclusive use and as all of them lack standardization, the values of each are relative. It seems advisable, however, to use several criteria since dependence on one tends to increase the possibility of error, while the careful use of several devices should provide a more reliable index as to the potentialities of the applicant. On the other hand it has been suggested that the use of an elaborate battery of tests and routine admission procedures has made schools lax in individualizing the applicant or in continuing an alert and careful sifting process during his period of study. Perhaps the real crux of the problem is a failure to select, define and describe concretely the criteria or qualifications considered basic to potential professional competence and therefore an inability to determine the most effective means of discovering whether or not the candidate possesses these.

A transcript of credits is tangible evidence of courses taken and grades earned, but is not necessarily a final measure of scholarship since grading systems vary and since grades are no measure of the student's ability to integrate or to apply knowledge. Is not our real purpose to determine not only intellectual ability but evidence of a growing person who has capacity to use a period of study effectively in learning how to use certain knowledge and skills as an art in professional performance?

Sample class papers or research studies provide a practical method for evaluating the candidate's ability to select, organize and present material, a skill most essential in current social work practice.

The personal interview has been one of the more common methods used. This presupposes an interview conducted by a competent and sympathetic interviewer who possesses a discriminating skill in understanding and evaluating attitudes and behavior in short contact situations. Interviewing experience as well as case work knowledge and skills are invaluable in reviewing the field with a prospective social worker. Mutual participation is essential and the interview is somewhat exploratory allowing the applicant to express in his own way his interest in the field, his questions and what he expects of professional study. In a discussion of the reason for the applicant's interest in social work he may gain self insight so that after professional training has been interpreted in terms of func-

tion, requirements, policies and limitations, clarification may bring him to his own decision as to whether or not this is the profession for which he wants to prepare himself.

The amount of indecision or resistance may be indicative of his ability to handle his own negative feelings and provides a sample situation in which to observe individual behavior, attitudes toward social deviations, poise, etc. If social work is not indicated, it may be possible to redirect his thinking to other fields of interest; if he is accepted for admission the interview provides a positive element in his introduction to the school.

A final group interview with the candidate by the admissions committee is used at the University of Washington. This method has been severely condemned by many as serving no purpose but to intimidate and frighten the applicant under difficult conditions. Whether its advantages outweigh its disadvantages has not been determined. Presumably the use of the oral interview by a committee is as valid in selecting students for admission to a school as it is when used to select employees for positions under a merit system.

One of the problems in using the oral interview as a part of the admission procedure arises in connection with applicants from a distance. It is difficult to find persons who are able and willing to give time to these personal conferences and the careful reporting involved. This is a common service needed by all schools and one which they might extend to each other when circumstances make this feasible, providing they can arrive at some common understanding of criteria.

A professional or interest statement giving the applicant's reasons for coming into the field, what he expects to gain during the study period, and what he hopes to contribute to the profession seems to have a distinct value. This is in contrast to the life-history type of autobiography used in some schools as a major criterion for admission or rejection. A statement indicating the student's concept of the field at the time of application, his interests and his goals, reveals attitudes and ideas which are significant. These may constitute strengths or they may be ones with which the student will need help during the period of his professional training. This type of statement tends to place emphasis on the professional rather than personal factors, and is aimed toward better understanding of the

*(Continued on page 16)*

## SOME FACTS ABOUT PROGRAM AND OPERATIONS

THE statement on the development and present program and activities of the American Association of Social Workers presented herewith is focussed primarily on some of the points raised in an article on "The American Association of Social Workers and the Future" by Wayne McMillen in the September, 1942 issue of the *Social Service Review*. These points have to do with the relation of chapters and the national association, including the way in which chapter revenue is obtained, the source of program, how it is planned and who decides it. It is hoped that this and future statements contemplated by the Board will provide members with factual material about the Association's present functioning by bringing together data now contained in various documents and reports. Understanding of how the Association has developed and how it operates is important to discussion and planning of future direction. Such understanding is also necessary for the Association to fulfill one of its major purposes, that of providing means by which differences of opinion can be examined and worked on by the whole professional group to advance agreements on professional issues.

The major concern which has influenced the Association's organization, constitutional structure and fiscal arrangements has been to find the most effective way of using the total resources available, in personnel and in revenue, for achieving the AASW's purposes. This concern has never taken an either/or form of attempting to determine whether there should be a strong national Association or strong chapters; the need for both has not been disputed, nor has there been doubt as to the necessity for immediate and vital relations between problems of chapters and problems the national was working on and the need to provide for close working relationships between the national and the membership in the chapters. That the Association did not adopt a policy that local development should logically precede national development was due, very simply, to the fact that the AASW was created as a national membership organization and at first included no local organization of any sort. From the start it was conceived and set up on a national membership base, both as to standards and admissions. The strength of a national standard particularly in a field which, unlike medicine and law, has no legal licensing or certification system, and its value as one of the major factors in the general improvement of standards for social work probably need no explanation. It has been steadfastly supported by the Association's membership. This fact alone has required the national AASW to be more than a collection agency, for its responsibility has had to include not only administration of the requirements but development of policy, application of the requirements, interpretation of them, and work toward continuous improvement of

professional standards. The AASW is, by its nature, a standard-setting organization. The membership standard is its main tool; maintenance of the membership standard is the basis for its program.<sup>1</sup>

### The Relation of Chapters and the National Organization

Although the AASW started with no local organization, such organization began spontaneously very soon, for purposes of discussion and action on local problems and as an organized means of channelling local thinking into national program. Over the years successive modifications of and additions to the Association's original very limited structure have been made, as means allowed, because it was recognized that, as a professional organization, the program and activities must come from and deal with the problems its members were encountering in their practice.<sup>2</sup> This has meant continuous improvement of methods for articulation by members, interchange of ideas, and constant reinterpretation

<sup>1</sup> See Definition of Purpose and Membership Policy, adopted by the 1940 Delegate Conference and published in THE COMPASS, June-July 1940, page 11. There is a considerable amount of other material describing the meaning and use of the membership standard and other ways in which the Association works on development of personnel standards for social work. Account should be taken particularly of recent efforts to relieve the AASW membership standard of inappropriate use for certification purposes. It should be noted in this connection that the Association has had a membership standard since it was organized in 1921. The present membership requirements were adopted in 1929—put into effect in 1930 and 1933 for junior and full membership respectively.

<sup>2</sup> Operating Policies of the AASW, page 2.

and definition of problems involved in professional advancement.

The task of determining the best possible uses of the Association's collective resources through the years has been difficult and complex. Because so early in Association history the chapters were seen as essential units for communication, interchange and collective thinking on professional problems, a large part of Association resources has been used for their development. Detailed procedures were set up to help chapters with their administrative responsibilities; the plan for administration of the membership requirements was revised to relieve the chapters of routine work and thus free their resources for attention to questions of policy and program. Joint collection of dues by the national Association, relieving chapters of responsibility for collecting their own dues, was a further step toward lessening the chapters' burden of administrative detail. This has meant, too, an increase in chapter income since chapter dues and national dues are now both mandatory upon members; chapter dues are returned to the chapters after collection. Chapters determine their own rate of dues in addition to the \$6.00 national dues. Some chapters have no dues, others have varying amounts up to a maximum of \$10.00 in excess of the national dues. Since the joint collection process began in 1935 chapter incomes have increased from \$12,847.78 in 1936 to \$27,817.70 in 1942. Field service was expanded; a committee was established whose sole concern has been with the chapter problems and ways of solving them; means were devised for improving the relation between chapters and national committees.

It was natural that these steps should be taken as there was increased understanding of needs and as the Association's growth made them possible. Chapters developed neither as independent societies within a federation nor as of lesser importance than the national, but as working units within the national organization. They have differed in many ways, and appropriately so. Those differences persist—in size and jurisdiction, in leadership, resources, problems, methods of approach. Emphasis has been placed on finding ways to meet the variety of needs resulting from these differences and important progress on such problems has been made in recent years. One of the ways of dealing with chapter problems and differences decided on by the membership was through having a strong national association and national program. This decision came about particularly in connection with

consideration in the 1938 Delegate Conference of a proposal to withdraw from the national Association one-sixth of its total income, this fund to be used by chapters, under specified conditions. The 1938 Conference concluded that the great variations in the chapters showed the need for regarding chapter financing as a matter in which the chapter should take the initiative and receive the backing of the national organization; that chapters needed more revenue but that the services derived by chapters from the work available under the national budget were necessary as a basis for further chapter effectiveness and therefore that the services of the national Association should not be curtailed; that where chapter projects had national significance and national funds were available, the Board could properly use Association services or funds to advance those projects.<sup>3</sup>

There has been such use of Association resources many times. In 1937, for example, the national Association provided special service to the Chicago chapter through an allotment of national staff help for a period of time and also funds for payment of special chapter staff for four weeks to assist in determining appropriate action about a relief crisis and in carrying out publicity and other activities in relation to it. National funds have been used in different ways on occasions of this sort, such as through publication of reports and other material, as well as through staff service.

### Origin of Program

The program of the Association develops as problems in practice are identified through communication, interchange and study among its members. Every social work problem encountered is in some measure a concern of the Association, related to its fundamental responsibilities which have been defined as follows:

1. To apply and develop the specialized knowledge and skill which constitute the professional component of social work. This involves concern with standards of professional practice and the progressive conversion of tested experience into an organized and teachable body of knowledge.
2. To insure adequate professional service by seeing that qualified and disciplined practitioners are placed in social work positions. This involves concern with the recruiting and training of professional personnel, developing standards and methods for testing competence, and safeguarding personnel and employment practices.

<sup>3</sup> See 1938 Delegate Conference Proceedings and report on actions in July-August 1938 COMPASS.

(Continued on page 19)

## *Further Steps in Securing AASW Executive Secretary*

THE Executive Committee has been going forward with the steps necessary in securing the new executive secretary for the AASW. The Committee has met twice since the October Board meeting and at both meetings has devoted a large share of its time to this matter. Considerable progress has been made on the many factors that must be taken into account and a meeting of the National Board is being called for early in January so that there will be a minimum of delay in completing this important task.

Through the president's letter to the membership in the November COMPASS and through other reports and records of Board meetings, members are already familiar with some of the methods and procedures used in the employment process. While responsibility for employment of the executive secretary must necessarily be assumed by the Board, which the Association's bylaws designates as the employer, the Executive Committee is anxious that members know as much as can be shared about methods and procedures. As the essential first step, a statement of job specifications was set up, defining the responsibilities of the executive secretary and the qualifications necessary for undertaking those responsibilities. The qualifications include requirements as to professional education, social work experience, knowledge of social work philosophy and principles and professional purposes and standards, knowledge of the objectives, organization and operations of the professional organization, and demonstrated interests and abilities along the lines indicated by the job responsibilities. The job specifications are being applied in each instance.

There have been many suggestions for candidates for the position from all over the country and covering a wide variety of backgrounds. The suggestions have come from members of the National Board, individual members, through examination of the national office personnel resources file, and many other sources. Each of the persons proposed, from any source, has been written to for information about his education, experience and other qualifications. This information has been secured without reference to

availability in order to obtain sufficiently broad data to insure a sound evaluation process. The ready response and cooperation of these members has been of tremendous help to the Board.

A necessary preliminary has been the sifting of this total list, which was of considerable size. During the summer a special committee of the Board took responsibility for this sifting and for selecting recommendations for Executive Committee and Board action.\* More recently, due to pressure of time, some changes in procedures have been adopted and it appeared best to center preliminary processes in the Executive Committee. The experience and data worked on by the Committee on Candidates therefore has now been turned over to the Executive Committee which will make its report to the January Board meeting.

\* The assignment to this committee can be found on page 8 of the minutes of the October 1942 meeting of the National Board.

### National Executive Committee

The Executive Committee of the National Board for 1942-43, is composed of seven members elected by the National Board from among its own members. Miss Coyle, president, is chairman of the committee. The elected members are:

Paul Benjamin.....	Buffalo
E. Marguerite Gane.....	Buffalo
Ruth Gartland.....	Pittsburgh
Margaret E. Rich.....	Pittsburgh
Mary Rittenhouse.....	New York City
Claudia Wannamaker.....	Chicago

### A Service Star for the National Staff

Miss Elizabeth Johnson, a member of the clerical staff of the national office, has just been inducted into the WAACs. The national office is proud of this contribution to the military service.

## 1943 Delegate Conference Call

Executive Committee continues with National Board plan and votes to hold Delegate Conference in Cleveland, May 22 and 23, 1943

**I**N line with plans outlined by the National Board at its October meeting the Executive Committee has decided to call the 1943 Delegate Conference for May 22 and 23, 1943, in Cleveland at the Hotel Statler. The Conference will be held the two days prior to the regional conference of the National Conference of Social Work in Cleveland which opens on May 24. A bulletin has gone to all chapters making this announcement and asking chapters to select delegates and alternates as rapidly as possible.

The conference program is being planned so that a major portion of the time can be devoted to discussion of problems related to the organization and planning of social services in the war and post-war periods and the

particular responsibilities the AASW has with these problems. In addition there will be matters for Delegate Conference official action such as recommendations on the special study of membership. It is expected that specific proposals which the Board will be presenting for conference action will be distributed to chapters and members early in March, 1943.

The Cleveland meeting of the NCSW is one of three regional conferences which will be held this year in place of the general national conference, the other two being in New York City, March 8 to 12, and St. Louis, April 12 to 16. The national AASW is not planning official meetings in either New York or St. Louis but it is likely that chapters in those regions will schedule some AASW meetings.

### New Staff Member

Helen Baum Lewis has joined the staff of the national Association for a six months' period as Assistant Executive Secretary, to assist with the interim administration. Mrs. Lewis brings to the Association a background of social work experience in Philadelphia and New York, and has been active in chapter programs in both cities. Mrs. Lewis is not entirely a newcomer in the national office for last year she gave very generously of her services on a volunteer basis to work on chapter material related to government and social work and later to do a special job in connection with the membership study.

### Analysis of Personnel Changes

The growing shortage of qualified social work personnel is an active concern of many chapters, as well as the national Association office. A report on "The Changing Personnel Situation in Representative Social Agencies" has been prepared recently by a joint committee of the Pittsburgh Chapter, describing the shortage as it was manifested in some

twenty agencies in the Pittsburgh area in the year June 1941 to June 1942. The report also briefly analyzes the reasons for one out of every four professional workers leaving his position, and raises a number of pertinent questions based on the findings. A limited number of copies of the report are available and may be obtained by writing to the Secretary of the Chapter, 519 Smithfield Street, Pittsburgh, Pa.

**T**HE National Conference of Social Work urges all those who expect to attend any of the regional conferences in 1943 to make hotel reservations as soon as possible, and to stipulate the type of room wanted. Application for reservations should be made as follows: For New York: Mr. C. N. Nichols, New York Convention and Visitor's Bureau, 233 Broadway, New York City. For St. Louis: Mr. John M. Reinhardt, NCSW Housing Bureau, 910 Syndicate Trust Bldg., St. Louis, Missouri. For Cleveland: Mr. Edward C. Brennan, Cleveland Convention Bureau, 1604 Terminal Bldg., Cleveland, Ohio.

## Comments on the Use of Case Records

THE COMPASS has received a number of comments from members about the preliminary report on the Use of Case Records in the November issue. Two of the letters are printed below as important individual contributions to the Association's continued consideration of this subject.

### From Oscar Whitebook, Los Angeles

I was interested in the article on the "Use of Case Records," published in THE COMPASS, November, 1942, dealing with the problem of confidential communications. Being a member of the Bar as well as a professionally trained, practicing social worker, I have some basis for an understanding of both points of view.

It is interesting that in social work so much emphasis has been placed on the *physical* record. There seems to have been built up, in social work thinking, an almost compelling necessity to put every last detail down in writing. The record thus becomes the depository of our most trusted secrets; our relationship has become externalized to its extent, and we then realize the necessity of protecting that exposed part against misuse.

In the training of Law, the emphasis is on the *relationship*, not on the record one keeps. In his relationship with his client, the lawyer's written word is of the same import as his spoken word; the lawyer would no more pass a confidence on in writing—from worker to worker, or office to office—than he would verbally. If a matter is highly confidential, it is likely that there will be nothing said, nothing written down, nothing passed on.

If the social worker would remember that the essence of confidence stems from the relationship, much of the concern about the record might be overcome. If a client *trusts* us, he will not be worried about being exposed in what we say—or in what we write. Practically every profession makes use of some type of notes, and clients generally expect it. Our anxiety too often arises from within ourselves; from the fact that we know we have put "too much" in writing—"talked too much" as it were—and have left this too accessible to a host of users, over whose use of our material we have too little control.

Neighborliness, good-fellowship, and the like are not sufficient grounds on which to impart professional confidences. Nor is even proper professional standing a self-sufficient ground on which to impart such confidences. An attorney might be able to do much better for his client if that attorney knows all the details of the client's previous relationship with another lawyer—but the *client* is the one to approve the release of that information. So long as the client possesses his sanity and is a free citizen this country allows him to decide for himself what is for "his own good"—even though that be contrary to good legal opinion, good medical opinion, or good casework opinion. The alternative, even though well-intentioned, is still a form of dictatorship.

Our own vacillation comes into sharp relief in relation to our follow-up on information received through the Social Service Exchange. The Exchange, let us say, informs us that our client is known to both a hospital and another social agency. Let us assume that contact with *both* is essential to our helping intelligently. We will tell the client, then, that we need his health history in order to be of assistance. Securing his consent, neither we nor the hospital are in any conflict about our receipt of the information—because the client made the decision. But, suppose we at the same time assume the prerogative to clear with the social agency *before* getting the client's consent. Obviously, the only reason we could have for fearing to request consent is that the client might disagree. Yet we are better off to face the implications of this disagreement in its first instance. Otherwise, we may proceed onward, getting into a more embarrassing position with each succeeding interview, until we finally have to face the client with our knowledge of his previous contact. At this point the consequences are likely to be disastrous because the client, even if inarticulate, knows that we have pulled strings behind his back. If we really believe that we can only be helpful if the client *wants* help, and if we are actually making clearance with another agency a requirement in our being helpful, why shouldn't we be honest enough with the client to apply this in the case of the hospital. Certainly we are in an untenable position if asking for the privilege of the confidential communication without being ready to accept its responsibilities.

Much concern has been expressed over the seemingly insolvable "dual" responsibility which the social worker has; the "conflict" between the rights of society and those of the individual. It is submitted that the social worker as a practitioner and the agency as a community institution are not one and the same thing. It might be well to remember that the attorney is sworn in as an "officer" of the court; yet he is not an enforcer of the law in the same sense as the judiciary. The church is certainly a social institution. It publicly opposes prostitution and the like; but it does not follow that the clergyman must expose the transgression of the prostitute who has come to seek guidance.

In the case of certain heinous offenses society feels that for its protection and for the treatment of the offender it must assume complete authority. Here the professional person has no choice—but likewise, no "conflict". In honesty he can tell his client that what is confided may have to be disclosed. Acute cases of this type come to us but rarely, and here no one is at a loss to recognize society's primary right.

It is in the secondary area of lesser offenses, many times simply common misdemeanors, where the "conflict" usually arises. Too often, the conflict is merely within the social worker, who has appointed herself keeper of the community's conscience. Many times her judgment is chiefly moralistic; it may be very significant that the community has not yet so crystalized its thinking as to make the act a definite legal offense. It is this kind of overzealous application of concern about the minor offenses of mankind which can give the social worker dubious distinction of being a "meddler," a "snoop," and a "busybody". It is in some respects an egoistic expression when a social work practitioner, despite the absence of any legal charge upon her, feels it necessary to be a guardian of the law to a greater degree than the average conscientious American citizen.

Where society has postulated its primary rights, society comes first. Where society has not asserted its priority, we need not try to assume the function of the judiciary; within our framework of free motion we social workers must maintain the confidential relationship *first*—above the relationship with other agencies, above the relationship with other social workers. In any important disclosure to another we should require the client's consent first. If we have reason to know that the client's disclosure to us cannot be protected if put in writing, then that part had best be left unwritten. (It may be discussed orally for purposes of supervision.)

It is through this *practice* of the principle of the confidential relationship that we achieve it. When the community knows that we *never* expose the confidence placed with us, when no client is ever astounded at finding that one of us has passed on information of a confidential nature, our status as a professional group will be immeasurably increased. When we establish ourselves as a profession with whom a trust is inviolate we shall have little difficulty in getting community acceptance translated into legal recognition.

#### From Florence Sytz, New Orleans

The Philadelphia Chapter committee report on *The Use of Case Records* which appeared in the November, 1942, issue of THE COMPASS contains material of interest and usefulness to the practitioner. My comments and questions on two points are in no way intended as a general criticism of the material. They are simply comments on the committee's suggestion that "no agency should pass information on to another by letting a worker from the second agency read its record," and on the committee's reliance at many points (some nine, in fact) on professional "skill."

#### *The reading of other agency case records.*

Although the committee qualifies its first suggestion by noting that "nothing that has been said so far should be interpreted as limiting case conferences . . . or even visits of a worker to agencies other than her own for purposes of study involving the reading of records, providing such a visit is acceptable to the agency and has been responsibly worked out between visitor and agency," it is the general prohibition that is highlighted since it is one of five suggestions that the committee notes has not yet been put "into practice by all social agencies and workers."

It is not surprising that the committee should make such a suggestion in view of the fact that although there is agreement on the main purpose of keeping case records, i.e., to facilitate treatment, no one has spent much time or thought on methods useful in reading case records or of teaching others to read them. Furthermore, social case work as a *method* of giving individualized service was largely forgotten when case workers placed *Social Diagnosis* on a shelf labeled, "quaint historical items." I am not suggesting a return to all of the material in *Social Diagnosis*, but I am suggesting that interest in developing the use of scientific method in social case work was largely lost sight of in the period following the last war.

The following statement regarding the case worker's responsibility will help to clarify our points of difference or disagreement. In the specific case the social worker's responsibility is to help the client define and understand his problem and to participate with him in ways of reducing or eliminating the problem. Throughout the entire course of the case work process this is a constant role which implies the accumulation and evaluation of "objective" and "subjective" fact items. The case worker's means of accumulating relevant data are chiefly observation, interviewing and reading case and documentary records. These data she studies and thinks about, grouping those that appear to have cause and effect relationships, identifying the meaning that experiences and behavior have to the clients involved. The second process, that of evaluation, is the one which results in formulations of a diagnostic nature, or working hypotheses. If this statement is accepted it is obvious that the committee's suggestion regarding the reading of other agency case records is open to question, and that specific requests from the other agency for information may or may not net the case worker the material she would have obtained from her own reading of the other agency's record.

#### *Professional Skill.*

Skill and ethics are the merry-go-round on which the committee and the reader whirl—an experience more conducive to dizziness than to mutual understanding. For in spite of the recent publication, *Training for Skill in Social Case Work*, the concept of skill in relation to knowledge and practice remains obscure at many points. The committee's reliance on skill is reminiscent of past reliance on case work; we case worked our way through committee meetings, and through research projects in which we failed to distinguish between the case work interview and the research interview. Likenesses tended to obscure important and essential differences. Skill may prove to be only another false exit.

Through the use of the work "skill" the committee neglects to note that in relation to ethical and other problems the client's and case worker's choice is very often between a series of goods and a series of evils. The fact that all ethical wisdom cannot be summarized in a single rule does not, as Wayne Ley points out in *Ethics and Social Policy*, justify us in abandoning all rules. It only suggests that we shall seek guidance in several rules rather than in one. Professional skill remains, at best, a questionable substitute for ethical standards.

## National Standing Committees

NATIONAL standing committees which have been established by the National Board for 1942-43 are given below with the assignments and the personnel appointed by the president with the approval of the Board.

### Financial Advisory Committee

#### Assignment

The Financial Advisory Committee, of which the Treasurer shall be chairman, shall be a technical advisory committee to the Board with responsibility for study of all matters in relation to the budget, budget adjustment and budget policy. The committee shall also advise with the staff on any problems arising in administration of finances.

#### Personnel

Paul Benjamin, chairman.....	Buffalo
Mrs. Gertrude Davis.....	New York City
George Hallwachs.....	New York City
Mrs. Martha Perry.....	New York City

### National Membership Committee

#### Assignment

The National Membership Committee has general responsibility for advising on such interpretations and rulings of the bylaw provisions on admission to membership as are necessary for their administration by the staff of the Association. This includes responsibility for study and report on issues arising in the administration of a selective membership standard. The committee may establish such subcommittees as are required to fulfill its duties.

In accordance with instructions from the 1939 Delegate Conference to the National Board, to assist the Board in carrying out the program for study of the membership standards and methods of admission, and to prepare reports and recommendations for consideration and action leading to consideration of the results of this study by the next delegate conference, particularly consideration of issues involved in the study of the applicability of the present membership requirements to the definition and identification of competence and status in the fields of public welfare, community organization, group work and probation and parole.

#### Personnel

Lucia Clow, chairman.....	Milwaukee
Chester Bower.....	Cleveland
Anita Faatz.....	Maryland
Geneva Feamon.....	Indianapolis
Genevieve Gabower.....	Washington, D. C.
Isabel Kennedy.....	Pittsburgh
Raymond Kerger.....	Illinois
Ruth Lewis.....	St. Louis
Martha E. Phillips.....	Chicago
Grace Powers.....	Illinois
Lillian Proctor.....	Chicago
Wilma Walker.....	Chicago
Claudia Wannamaker.....	Chicago
Margaret Williamson.....	New Jersey

### Committee on Employment Practices

#### Assignment

The Committee on Employment Practices shall be responsible for handling employment practices inquiries which are brought to the national Association through original requests from members in non-chapter territory, referral from chapter committees, and appeals from the actions of chapter committees. In carrying out its responsibilities the committee shall follow the plan for employment practices inquiries as defined in the statement on chapter and national procedures for such inquiries adopted by the membership at the 1941 Delegate Conference.

#### Personnel

Cecile Whalen.....	Detroit
Mrs. Carol Gaebler.....	Detroit
L. Genevieve Griffin.....	Toledo
Samuel Rabinovitz.....	Detroit
Grace Coyle, ex officio.....	Cleveland

### Committee on Personnel Practices of the National Staff

#### Assignment

The Committee on Personnel Practices of the National Staff shall be composed of five members, two of whom shall be elected by the national staff from among the staff members, one representing the clerical and one the professional staff. The chairman shall be

a member of the National Board. The committee shall be responsible for considering the operation of the national office employment practices regulations, reviewing problems arising in relation to them and proposing changes as needed for action by the National Board.

The three appointed members of the committee shall serve as the review committee as outlined in the Statement of Employment Practices of the AASW National Office.

#### *Personnel*

Mary Rittenhouse, chairman.....	New York City
Elizabeth Evans.....	New York City
Mrs. Pearl Ortenberg.....	New York City
Abigail Bowers (clerical staff).....	

### Committee on Elections

#### *Assignment*

The Committee on Elections shall have the responsibility for the conduct of the annual election of officers and of National Board and Nominating Committee members subject to provisions in the bylaws and official rules for the election specified by the National Board. The committee shall adhere to the general guide for elections established by the Board and may set up such additional procedures as it sees fit provided such procedures are not contrary to the policies and regulations of the Board.

#### *Personnel*

Mrs. Helen C. Young, chairman..	Westchester County
Fred S. Hall.....	Florida
Catherine M. Dunegan.....	New York City
Esther Hilton.....	New York City
Margaret Hodges.....	New York City

### New Chapter Publication

THE Cleveland Chapter has transformed its monthly *News Letter* into a four page folder entitled *Chapter Chats*. Enclosed in the December issue is a special memorandum from the chapter's Membership Committee, addressed to persons eligible for membership in the AASW and informing them both of their eligibility and of the fact that they were being placed on the mailing list for *Chapter Chats*, in order to acquaint them with the aims and activities of the chapter. The committee also offers to help these people in becoming AASW members. This is part of an active campaign to increase the chapter's membership.

### Social Services in the War and Post-War Periods

In fulfillment of the Board's plans regarding a special project on the organization and planning of social services in the war and postwar periods, a committee has now been established, centered in New York City, with the following as members:

Mrs. Helen Brunot.....	Washington, D. C.
Ewan Clague.....	Washington, D. C.
Lester Granger.....	New York City
Donald Howard.....	New York City
Dorothy Kahn.....	New York City
Peter Kasius.....	New York City
Anne King.....	New York City
Kenneth L. M. Pray.....	Philadelphia

When this issue of the COMPASS goes to press the committee already will have held one meeting, for two days, the week between the holidays, to draw up the general content and plan for study of problems included in this subject. The president, Grace L. Coyle, is chairing the meeting.

On the basis of the total plan outlined the committee will identify the most urgent aspects which need first consideration during the current program year and will take responsibility for planning material for chapter consideration and informal discussion at the 1943 Delegate Conference. The work of the committee this year and chapter and conference discussion are seen as the launching of the Association's work in this area, producing material and ideas that will be important in planning future program, particularly for the immediate future.

Present plans, determined by the Executive Committee at a meeting on December 11, 12 and 13, represent some modification of the original plan. This was necessary because of difficulties in finding persons who at this time of year could take a leave of absence from their regular jobs for work on the Association's staff, and the pressures of the schedule in relation to the 1943 Delegate Conference.

## CHANGE IN BILLING PROCEDURE

### Decision to reduce the number of dues bills to members

To adapt the necessary procedures of the national Association to the needs of members and chapters is a matter of constant concern to the staff and the Board of the Association, particularly to simplify them so that there may be a minimum of cost involved in administrative routines. An important step has just been taken for this purpose, in the dues collection procedure.

In the spring of 1941 a major change in the dues collection procedure was instituted reducing the billing period from nine to six months. This has resulted in a considerable saving in the number of complicated steps which must be taken to receive and record dues payments and return chapter dues. With the approval of the national Executive Committee the Association now will further reduce the cost of the dues collection routines by sending three instead of six notices to members about dues. The new plan will begin with bills to members whose renewal date is January 1, 1943, and this is how it will work: On January 1, the first bill will be sent, a second notice will go on March 1; a third and final notice on June 1. In the intervening month, May 1, chapters will be informed about members whose dues are in arrears so that any knowledge chapters may have about changes of address or other reasons a member may have neglected his dues may be forwarded to the national office.

That there is need for repeated notices about dues is often not recognized by the membership, and occasionally this is the basis for complaint. It appears sometimes however that members are too little aware of the financial side of Association membership and the fact that prompt payment materially reduces national office overhead. It is not always possible for members to pay their bills promptly and the national Association is more than ready to meet any plan for payment which a member wishes to propose. The important point to be kept in mind is that special plans cannot be worked out, such as eligibility for special member status, unless the member gets in touch with the national office. The earlier this is done the better since special consideration can then be given before the routine billing procedure is put into effect.

One of the determining factors for reducing the number of routine communications at this time is the urgent need due to war conditions to save time, materials, and wear and tear on equipment. The only test of the workability of the new plan will be the cooperation of the membership. Of primary importance is prompt payment, upon receipt of the first bill, if it is at all possible to do so. Please get in touch with the national office if you have any questions about this procedure.

## Placement Trends

In a recent bulletin giving a report of its second year of work, ending June 30, 1942, the Social Work Vocational Bureau points to the increasing shortage of trained social workers, particularly for positions paying \$1600-\$2100. The report states that personnel for supervisory and administrative positions is still available, primarily in large metropolitan areas. The Bureau notes the importance of careful planning to meet the social work manpower problem and is exploring various possibilities.

This bulletin, which is sent to all Social Work Vocational Bureau members, also reports on membership trends and placement

activities in the Bureau. During the year there has been an increase in the number of individual members and these, like agency memberships, represent a wide spread over the entire United States. Fourteen schools of social work are also members of the Bureau. The Social Work Vocational Bureau files were reviewed for possible candidates for 1,189 openings, involving the submission of 5,461 professional histories to agencies. In addition, the Bureau sent out 1,327 histories specifically requested by agencies for members known to them through direct application or other sources. About one-fourth of the positions filled were in the executive or supervisory group, the same proportion as the previous

## FOR REFERENCE AND COMMITTEE USE

**F**ROM time to time *THE COMPASS* lists reports of chapter studies which deal with problems of current interest and which may be useful to other chapters and to members. Copies are available from the chapters or from the national office as indicated. Earlier *COMPASS* issues are noted where the reports have been described more fully.

### PERSONNEL AND EMPLOYMENT PRACTICES

**Agency and Worker—1939.** Boston Chapter. Limited number of copies available from the chapter secretary, Mrs. Dorothy Bishop, Massachusetts Memorial Hospital, 750 Harrison Ave., Boston. 25 cents a copy. (See *COMPASS*, February 1940.)

**Facts You Never Knew Until Now About Employment Practices of Social Workers in the State of Ohio—1938.** Collected by Personnel Standards Committees in several Ohio chapters, operating as a committee of the Ohio State Council. Available from the national office.

**Personnel Practices—A Guide for Social Agencies.** July 1941. Chicago Chapter. Available from chapter office, 53 W. Jackson Blvd., Chicago. 10 cents a copy.

**Procedures for Personnel Adjustments within the Agency.** 1939. Philadelphia Chapter. (Reprinted from *THE COMPASS*, October 1939.) Available from the national office.

**Recommended Employment Practices—1939.** San Francisco Chapter. Available from the chapter office, 45 Second St., Room 409, San Francisco. 5 cents a copy.

**Recommended Employment Practices for New York City Social Agencies—October 1939.** New York City Chapter. Available from the chapter office, 289 Fourth Ave., New York. 10 cents a copy. (See *THE COMPASS*, February 1940.)

**Report on Staff Development Programs—1942.** New York City Chapter. Available from chapter office, 289 Fourth Ave., New York. 10 cents a copy.

**Some Principles in the Evaluation Process—1940.** Philadelphia Chapter. (Reprinted from *THE COMPASS*, March 1940.) Available from the national office. 10 cents a copy.

**Statement of Employment Practices—1940.** New Orleans Chapter. Available from chapter chairman, Ada Barker, 735 Esplanade Ave., New Orleans.

**Summary of Report of a Study of Personnel Practices in Chicago Social Agencies, 1938.** Chicago Chapter. Available from national office.

### SOCIAL WORK AND THE WAR

**Guiding Principles and Values to Be Preserved in Plans for Evacuation of Children—May 1942.** New York City Chapter. Available from chapter office, 289 Fourth Ave., New York City. 10 cents a copy. (See *THE COMPASS*, Sept. 1942.)

**Report on Volunteers—May 1942.** New York City Chapter. Available from chapter office, 289 Fourth Ave., New York City. 5 cents a copy.

**Suggested Plan and Procedure for the Evacuation of Aliens—1942.** Puget Sound Chapter. Available from the national office. (See *THE COMPASS*, Sept. 1942.)

**Social Work Principles to Be Observed in the Event of Evacuation of Enemy Aliens from the New York Metropolitan Area—May 1942.** New York City Chapter. Available from chapter office, 289 Fourth Ave., New York City. 10 cents a copy.

### PUBLIC ASSISTANCE

**The Denver Relief Study, 1940.** (Denver Chapter participating.) Copies available from the national office. 25 cents a copy. (See *THE COMPASS*, November 1940.)

**Effect of the Increased Cost of Living on Families Dependent Upon Public Assistance in Washington—1942.** Washington D. C. Chapter. Available from chapter executive secretary, Mrs. Helen Martz, 4742 21st Rd., Arlington, Va.

**The Humane Side of a Relief Crisis—1939.** Cleveland Chapter. Available from chapter office, 1620 Prospect Ave., Cleveland. 10 cents a copy.

**Louisiana Home Front—A Report on Public Welfare Help in Louisiana in the War Year 1942.** Louisiana Chapter. Available from chapter, Box 1362, Baton Rouge, La. 10 cents a copy.

**Principles of Public Welfare Reorganization.** Feb. 1941. California Council and California chapters. 7 cents a copy. Available from the national office, and San Francisco Chapter office, 45 Second St., Room 409, San Francisco.

**Stones for Bread**—published by the Missouri Association for Social Welfare (the three Association chapters in Missouri participated in the study—See *THE COMPASS*, Nov. 1940). Available from Missouri Association, Brown Hall, Washington University, St. Louis. 50 cents a copy, postpaid.

**Unemployment Relief—Recommendations to the California State Legislature in Special Session.** May 1940. Available from the national office.

**What Fifteen Hundred Dollars Bought for Families on Relief—1940.** Cleveland Chapter. Available from chapter office, 1620 Prospect Ave., Cleveland. 10 cents a copy.

### SOCIAL WORK IN THE SCHOOL

**Social Work in the New York City Public School System—Oct. 1941.** New York City Chapter. Available from chapter office, 289 Fourth Ave., New York. 5 cents a copy.

### GROUP WORK

**A Handbook on Group Work—Sept. 1940.** Puerto Rico Chapter. Available from national office. 25 cents a copy.

(Continued on page 18)

**PROFESSIONAL ASSOCIATIONS PLAN  
JOINT ACTION ON PERSONNEL  
PROBLEMS**

**C**COLLABORATION and coordination of effort among the professional associations on problems about social work personnel now have a regularized channel through a joint committee on personnel for the social services. The joint committee is composed of representatives from the American Association of Psychiatric Social Workers, American Association of Medical Social Workers, American Association for the Study of Group Work, the American Association of Schools of Social Work, and the American Association of Social Workers. One of its first jobs is to work out and get underway a coordinated program of recruitment for professional education. The committee also will serve as a clearing center on all matters relating to social work personnel and will consider questions calling for the joint action of the constituent organizations. It is expected that the experience of this committee will be helpful in future consideration of how other common interests may be pursued on a coordinated basis. The joint committee grew out of a committee of the professional associations which acted in an advisory capacity to the American Association of Schools of Social Work.

Some steps are already being taken to set up a practical and effective recruitment program and to bring together the efforts of the various organizations which are already underway. The AASW's Advisory Committee on Recruitment is assisting in carrying out the AASW's part in this joint enterprise. Chapters and members will be informed of developments as rapidly as possible.

Meanwhile there is considerable evidence coming in of lively chapter interest and activity in this area. A further memorandum to chapters from the AASW Advisory Committee, of which Ruth Gartland of Pittsburgh is chairman, was issued in November, along with several pamphlets and other recruiting material available from the AASSW and the AAMSW. In response to this memorandum

a number of chapters have indicated their desire to work on recruitment problems; some have already sent in data about local personnel situations and recruitment activities going on in their communities which will be useful to the committee. In a number of localities means have already been set up for close collaboration among the professional associations and with schools and other groups.

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**Nominating Committee Plans**

Miss Kathryn Goodwin of District 3 was elected chairman of the National Nominating Committee for 1942-43, in accordance with the bylaw provision which states that the chairman of the Nominating Committee shall be elected by the members of the committee, the slate to be made up of the three members who are serving the last year of their term. Material has already gone to chapters requesting their suggestions for candidates for the various positions as officers, members of the National Board, and members of the National Nominating Committee, which will be subject to election in 1943. The Nominating Committee expects to meet sometime in February and it is hoped that the schedule this year can allow adequate time for all the steps in the nomination and election process.

Mr. Joseph Anderson, who was elected in 1941 as a member of the committee from District 7, resigned his membership on the committee. In accordance with bylaw provisions for filling vacancies due to unexpired terms, the Board elected Dr. Hertha Kraus of Philadelphia to take his place until the elections in 1943.

The full membership of the Nominating Committee, in addition to Miss Goodwin, the chairman, is:

Louise Cuddy.....	District 1
Charlotte Henry.....	District 2
Wilma Walker.....	District 4
Rebecca Boyle.....	District 5
C. William Chilman.....	District 6
Hertha Kraus.....	District 7
Donald Howard.....	District 8
Elizabeth Rice.....	District 9

## PROBLEMS OF ADMISSION AND EVALUATION

(Continued from page 4)

student and his attitudes with respect to potentialities for social work practice.<sup>2</sup>

Some urge the schools to be "realistic." By this they mean that anyone who happens to be in social work for whatever reason, and in spite of age, rigidity or other handicaps, should be admitted to training for however short a time because "these people are in the field anyway" and "some training is better than none." This subject cannot be discussed here in detail but it is pertinent to ask whether professional training will establish its reason for being more quickly by limiting itself to training social workers who can clearly demonstrate the value of their services or by trying to give everyone in the field, who happens to manifest an interest (from varying motives) a superficial education which the public cannot differentiate from the real thing. There are those who maintain that the untrained person with an aptitude for the work is actually superior in performance to an average or inferior person who has had a smattering of training without actually being thoroughly grounded in the profession. If schools graduate poor people saying they are "as good as those in the field," is not this comparing such students with no standards rather than with standards? Faculty members recognize that the client's interests should be given first consideration, but they raise a number of questions with regard to the difficulties involved in making fair evaluation of students' progress. The short time the student spends in a school of social work as compared with the time spent in colleges of law or medicine is a limiting factor since individuals differ in rate of development. The school often has to decide whether to eliminate the student who seems unable to fit into a program of study, or to allow him to remain and to help him make the most of his potentialities. The very nature of social work with its emphasis upon the value of the individual gives rise to this conflict. Is the basic question one of time or rate of individual development? Would the problem not be reduced greatly by setting a definite minimum of content or performance which a student should know or be able to do in a given period of time and not "individualizing" below that

level? If the evidence is conclusive and minimum content and criteria for evaluation clear, is not delay in dropping a student costly to student, school and profession?

It has been said that in some instances schools have graduated incompetent persons because they could not fail them at an advanced point in the school course. Is hesitancy in making definite recommendations earlier due to lack of specific criteria, a feeling of incompetence in evaluating in this area, or lack of courage to hold to professional standards which are clearly understood in terms of the requirements which the individual must possess if he is to do effective work on the job?

One state welfare administrator in a recent meeting called to discuss training needs asked the question as to whether schools of social work ever failed a student. He said that he frequently heard concern expressed by law, medical, and dental students that they might not make the grade but he had yet to hear a social work student express fear that he might be eliminated because of poor standards of work. Faculty members of schools of social work seem generally to believe that there should be a smaller mortality rate among social work students than in some other professional schools because of the individual approach to the problems encountered by the student, the care exercised in the admission and evaluative processes where factors other than scholarship are considered, and because of the differences in underlying philosophy. These differences, however, do not entirely explain the criticism of the welfare administrator quoted. Undoubtedly schools of social work have not been as vigorous in eliminating students who do not meet desirable standards as have the schools in some of the other professions.

In connection with the desirability of eliminating inadequate students, certain questions must be answered by the schools. Do schools of social work have a greater responsibility to the individual student because of the content of the curriculum taught and its application to the student or do schools assume too much of a case work or treatment attitude toward their students? Should not the schools of social work be places where normal persons come to learn and to grow within a relative degree of definition, rather than becoming "treatment centers"? Fairness to the student implies that he should not be encouraged to continue in a field in which there is grave doubt of his achieving success. There is a most serious responsibility in placing the school's stamp of approval upon persons who

<sup>2</sup> The content of the professional statement was suggested by Eda Houwink, student supervisor of training, Midwestern Branch, American Red Cross.

are to be potential members of the profession and of agency staffs and thus to serve a client group which is already denied to a large extent any choice among workers.

While the final responsibility for admission to a school of social work must rest with the school, the social agency also has a specific obligation in this area. Agencies should refer their experienced workers for future training only when they believe these workers have competence in the field and potentialities to benefit through further professional education. Cases are known where agencies have encouraged the inadequate worker to enroll in a school of social work. This was not because of the benefit to be secured by the worker, the agency, or the profession, but rather to avoid facing the difficult question of what to do with an incompetent worker and an erroneous idea of professional study as "therapy." Fundamentally these practical questions should be asked: "Would the agency employ this person after a period of professional study? If not, why not, and if not should the school accept the applicant?" When this has been faced squarely and resolved, the agency is ready to determine whether or not it shall accept responsibility for encouraging the worker to pursue the course of professional education.

There are, of course, many instances where an untrained staff member needs only a period of study to gain competence. In most instances the agency executive or supervisor should be able to distinguish this type of individual without difficulty. It is necessary to recognize, however, that unqualified executives or supervisors may make errors in evaluating staff members so that the final recommendation of the school regarding admission may differ from that of the agency. Frequently letters of reference sent to schools were prepared for the purpose of promotion of workers and do not provide the material essential in determining the applicant's interest or capacity to use a period of study effectively. An admissions committee composed of both agency and school persons is helpful in situations of disagreement on the admission decision.

Discussion with members of the American Association of Social Workers and agency executives revealed a strong sentiment in favor of elimination of the student without recommendation if, after careful selection and a certain period of time, he had failed to adjust to the demands of the school experience.

Agencies as well as schools have a responsibility toward improving and maintaining pro-

fessional standards which cannot be reconciled with the practice of employing workers without first clearing with the schools, or of employing those whom the schools are unwilling to recommend because they failed to demonstrate competence as students. The dearth of qualified personnel has probably tended to encourage employment of workers not recommended by the schools. There is opposition to continuation of such practice since there are already too many workers "with training" who are not sufficiently well qualified and who continue to give incompetent service to clients and communities. The lack of workers prepared for public programs and the early tendency in some urban centers to "dump" less able personnel on rural areas in the belief that anyone can do rural social work, are contributing factors to the criticism of social work in sections of the country where it is still a new phenomenon. Incompetent workers who bear the stamp of "training" may constitute a greater handicap to the acceptance of social work than the employment of totally untrained personnel from whom less may be expected. Should not the experience of the depression years be considered carefully and used as a guide to any adjustments in admission requirements at this time?

Related to agency responsibility is the fact that it is necessary to consider the first period of employment as one in which careful placement, orientation and supervision are essential both to the new worker and to the agency in terms of the service he will be able to give. Too often in the rapid expansion of public departments there is insufficient supervision of local units. In the absence of efficient merit systems the worker with "training" may be placed in a county situation to bolster a weakness in administrative organization or structure which cannot (and should not) be bolstered. Another source of waste is in misplacement of workers. This may be due to the plan of giving inexperienced students responsibilities beyond their capacity or readiness at the time they leave school, either because the agency could not secure a more qualified person at the salary available, or the school's evaluation was not adequate. This may prove not only a destructive experience to the beginning worker but also gives the community and the agency an unfair basis for evaluating the contribution of professional preparation.

This raises questions again regarding the exchange of letters of reference between agencies and schools. Is there danger that too

much attention will be given to the student's limitations if these as well as his potentialities are discussed? Are written references of questionable value because of limitations in ability to evaluate accurately, or to describe potentialities in a common and objective language? Do we fear misinterpretation of information or do stereotyped and general phraseology or outlines fail to individualize the person? Do we lack courage to use written references as a protection to adequate service to clients?

If the professional association, social agencies, and schools of social work share a mutual responsibility for education and development of professional workers, one essential is a workable and active medium for exchange of thinking among them. Chapters and agencies in the hinterland of schools should feel a specific obligation to be concerned with the calibre of students accepted and what the content of training shall be. A standing statewide committee on professional education and training with representatives from the local chapter of the American Association of Social Workers, the major social agencies, the state conference for social workers, and the school is one suggestion.

Another device which has been used with success is an admissions committee composed of faculty members of the school, one or more representatives of the non-social work graduate faculty of the university, and professional social workers from the various public and private social agencies in the area in which the school is located including a representative of the alumni association.

According to the chairman of the Admissions Committee of the Graduate School of Social Work, University of Washington, such a committee is likely to give a more balanced consideration of all the factors which are deemed necessary in the applicant if he is to become a successful social worker. The school faculty is likely to be particularly interested in the applicant's attitudes, background, flexibility, and apparent capacity for growth. The non-social work faculty representative will place emphasis upon the applicant's intellectual achievement and capacity and his relative standing in comparison with graduate students in other departments. The agency representatives are inclined to look beyond the immediate and to judge the applicant as to his future employability. Such factors as his personal appearance, health, poise, and sense of relative values are likely to be emphasized. The alumni representative can interpret school and applicant to each other and the American Association of Social Workers'

representative will give emphasis to his possible professional contributions outside of his immediate work. Such a committee is necessarily large and its work is likely to be slow and cumbersome. The results achieved, however, have been gratifying.

Agencies must be willing to pay salaries commensurate with the amount of professional preparation and degree of skill and competence expected. This is directly related in public agencies to the necessity for more adequate state and federal contributions to administrative budgets. Adequate personnel is no more a matter for local responsibility than is relief.

It is evident that the agencies, the AASW and the schools are irrevocably bound to one another in this matter of adequate professional preparation, qualifications, and performance. Through further study it is hoped that a more accurate and detailed picture of evaluative procedures now in use may be obtained and that this will be one which will identify the more effective methods and aid in defining the relationship of sifting procedures used by schools of social work to professional qualifications and performance. It is only as the schools can be objective and self-critical in all areas of their responsibility that professional education will continue to be an adequate criterion of professional qualification.

*August, 1942.*



## FOR REFERENCE AND COMMITTEE USE

*(Continued from page 14)*

### CHAPTER ORGANIZATION

**Facts About AASW—1940.** Cleveland Chapter. Available from national office. 10 cents a copy.

**Handbook for Committee Chairmen—July 1942.** New York City Chapter. Available from chapter office, 289 Fourth Ave., New York. 5 cents a copy.

**San Francisco Chapter Handbook—1940.** Available from the national office.

**Statement of Chapter Policies and Procedures—May 1939.** New York City Chapter. Available from chapter office, 289 Fourth Ave., New York. 5 cents a copy. (See THE COMPASS, October 1939.)

### LAY PARTICIPATION

**Bibliography on Lay Participation—1939.** Cleveland Chapter. Published by AASW, and available from national office. 10 cents a copy. (See THE COMPASS, Oct. 1939.)

## FACTS ABOUT PROGRAM

(Continued from page 6)

3. To use the experience gained by social workers to influence policies affecting social programs. This involves identifying and directing attention to needs, advising on appropriate measures, and administration policies, and in general working to secure public attention to social work findings wherever those findings, responsibly tested, have a bearing on matters of interest to the public.<sup>4</sup>

Out of the process of chapter work, the identification of questions for the national Association in that work, from the work of national committees and of the Board, come principles and policies for membership action. These principles become tools in professional action, both locally and nationally. They are taken back to localities for use where social work is going on, to test their validity, and to accumulate experience in their use which will lead to their revision and improvement. At the same time the national Association is also testing them by application wherever there is occasion. Such official principles and policies represent agreements of the membership on professional questions based on social work practice. In a professional organization there can be no divergence from the postulate that policy develops out of practice.

Structural developments in the AASW have been determined by the necessity to adhere strictly to this condition. The National Board has been organized as a body representative of the total membership.<sup>5</sup> The Association has a policy of payment of expenses necessary to bring together members of the National Board and members of national committees. There is provision for a mail vote, so that every member has an opportunity to participate directly in Association affairs. The delegate conference, based on representation from the chapters, has the full authority of the membership not otherwise delegated in the bylaws. The membership has an opportunity through deliberative discussion in chapters and in delegate conference to consider and act on general statements of principle and policy about important social issues.

Making progress on the basis of practice is inevitably a step by step growth, frequently slower, usually more expensive, and sometimes more cumbersome than a method which calls simply for uniform legislation throughout the membership of a scheme decided on

<sup>4</sup> See Summary of Report of Special Committee on Program, December 1939, p. 1; also, The Professional Association: Function and Activities.

<sup>5</sup> Operating Policies, p. 4.

ahead of time as theoretically sound. It is enormously difficult to plan a program that really emanates from members' needs and professional obligations, particularly to select emphases that will be significant to all members and engage their full participation. But the difficulty is worth the effort and cost if the Association's program is not to be allowed to become arbitrary or to be determined only by voting strength in a conference. Tangible results for the AASW come as social services everywhere are improved although the AASW's part in that improvement is most frequently anonymous. Membership participation increases when more and more members understand the nature and scope of the opportunities and responsibilities for participation in the AASW, when the real obstacles to full participation are understood and overcome. Unity and unified action rest on understanding and agreement with professional objectives: anything less than that would mean surrender of our real purposes.

The Association's program has expanded enormously since 1921, as increased resources made it possible to increase the scope of concerted attention and activity. In the early depression years there was focus on the relief situation, on the development and promotion of Association principles about the public social services. Means were gradually available for similar work on personnel standards problems, employment practices, membership, chapter organization and administration, and other matters. Increased means alone, however, cannot bring sound program expansion and improvement for there must first be identification of the profession's relation to issues. The AASW's activity about standards for employment practices, for instance, came about not for protection of social workers, but for improvement of social services, as there was recognition that qualified personnel, to be able to perform competently, needed good working conditions.<sup>6</sup>

### How Program Is Planned

The Association's present official statement on program was adopted by the membership in 1940, after a year of special study by a committee whose report was presented to that delegate conference and modified in the light

<sup>6</sup> For details see such material as the Statement About Standard Employment Practices; The Responsibility of the AASW for Standards of Employment Practices, paper by Walter West at meeting of Boston Chapter, Dec. 1940; Employment Practices Inquiry in Family Service Society of St. Louis County.

of conference discussion.<sup>7</sup> This statement represented great progress in program understanding, definition and specification, and has been used by chapters and members, committees and staff. Nevertheless, there is still and always will be, much to be done to bring program into clearer focus, to select more wisely program emphases for a given period, to attain unified action. There will always be a problem because we identify more to be done than can be undertaken, which will always require careful management to make the most productive use of the means that are available.

The Association will gain force, the program improve and the statements of program become clearer as the membership is alertly sensitive to events and developments, and is geared in its organization to change and movement. The AASW is an organization of human beings, an organism that grows and matures in response to what is put into it. Theoretical formulae and academic plans or analogies cannot take the place of realistic exploration day by day, of the capabilities of that organism and what it exists to do. The same problems of program selection, focus and management exist for chapters as well as for the national. It would be false to assume such problems arise only for the larger chapters, for effective work on local problems as well as active participation in national program has been more true of some of the smaller chapters than of some of the larger ones. The problems are, in fact, generic problems of administration and management though the forms they take may vary.

The Special Committee on Program devoted a great deal of attention to the bases of program, its sources, its uses and its implementation, as well as to its scope and content. The three fundamental responsibilities given on page 6 above are considered to be determinants of both purpose and program. The special committee recognized that the effectiveness of the program depends in large measure upon the degree to which it offers opportunity for coordinated action throughout the Association. There were other factors identified also which influence program development. Planning must be such as to allow flexible use of resources so as to be responsive to events within the Association and developments outside; the very fact that program comes from problems in practice means that it cannot be entirely controlled and planned

in advance. Within the range of the Association's broad responsibilities there are many forms in which pertinent problems arise, with a consequent broad spread of activities required.

Upon recommendation of this committee the National Board has set up the following procedures as useful preliminaries to decisions about special program activities: (1) examination of evidence as to the frequency and urgency of the problem to be studied; (2) examination of the proposal to see whether it is sufficiently defined as to its objectives, scope and method; (3) consideration of material and other resources available as a basis for study; (4) consideration of work which would be required of staff for adequate preparation and organization of the proposed activity; (5) general examination of the total program load with due allowance for the continuous cumulative activities which are not wholly controllable by decisions on national program, and also for the natural and unpredictable exigencies which are bound to arise and claim preferential attention.<sup>8</sup> The national Association has to be ready to work with a chapter to whatever extent is possible on an important problem the chapter encounters even though this problem may not be one of the special emphases.

That there may be many activities in relation to one subject or one area has already been pointed out. The most recent statement on program emphases is contained in the program adopted in 1940. This lists nine subjects for immediate attention. Six of these subjects are in program areas, such as professional education, employment practices, standards of professional conduct and performance. Three are about problems of organization, such as professional action and the membership requirements. Within each subject, points are noted, 36 in number, to specify the content of these subjects and the types of problems and activities to be covered. To show the range of activities necessary in promotion of objectives selected for emphasis, the staff supplied the special committee on program with a list of 42 activities which had been carried on within the Association during the year 1939-40. This list has been distributed along with the summary report of the committee on program and the formal program statement, to assist in discussion of future directions.

<sup>7</sup> Program for 1940-41, published in THE COMPASS, June-July 1940, page 15.

<sup>8</sup> Minutes of National Board Meeting—December 11-12, 1939, page 3.

### Who Determines Program

In 1939 the membership assigned to the National Board specific responsibility for selection of program emphases. The Board was to carry out this responsibility with the advice of the delegate conference, chapters, committees and staff. The membership voted down a proposal that program selection be made by the delegate conference. Proposals that the conference retain this responsibility have been made a number of times and have been rejected by the membership on the grounds first that the delegate conference, because of limitations which it imposes on its own operations, for practical reasons, must use its proceedings primarily for general decisions on broad issues of policy and principle; secondly, that program planning, because it is planning, involves relating program content and load to available resources and requires familiarity with details of administration and management which the membership has asked the National Board to be responsible for.<sup>9</sup>

In applying available resources to the purposes of the Association, the Board considers the following as basic factors: (1) as operations of the Association are on a nationwide basis, provision is required for nationwide participation as broadly as means allow; (2) it is economical to center in the national Association responsibility for administration of organizational services in addition to the promotion of standards on a nationwide basis; (3) active contact with chapters on organizational and program matters is necessary because chapters are the important units of organization, of membership participation, of contact with the interests and activities of the membership and channels through which program activities of the Association develop; (4) since a professional association looks to the professional work of its membership for its real achievements, operations must be planned

<sup>9</sup> See Delegate Conference Proceedings, 1939 and 1940.

around a central core of activities which involve the problems members encounter.<sup>10</sup>

There is no question of where ultimate power resides in the Association, for it is clearly in the membership and therefore in the delegate conference. The problem is to arrive at a workable as well as effective plan and for that purpose the delegate conference itself decided it was not the most suitable body. A change of total structure which would place management responsibilities in the conference might make possible a change in this plan if with that came greatly increased resources so that the conference could meet frequently and long enough to have a basis for such decisions. As long as the Association's structure and resources remain as at present, delegation of this responsibility to the Board has been determined by the members as the best arrangement. This is a democratically determined plan of asking an elected group of members to pull out of the total brought to it by all the members those issues which it finds to be most important and most in need of concerted effort throughout the Association.

The recent study of program, policies and operations has helped greatly to clarify many points about the Association and how it operates.<sup>11</sup> The principles and policies adopted by the membership afford a sound basis for efficient, democratic operation of the Association toward the attainment of its basic ends. The National Board has pledged itself to govern the Association in accordance with the decisions of the membership. The active participation of every member is needed so that out of action based on interchange of ideas and experiences may come further gains in the Association's strength as the general professional organization in social work.

<sup>10</sup> Operating Policies, pages 9 to 11.

<sup>11</sup> Report of the Special Study of Program, Policies and Operations of the American Association of Social Workers, published in THE COMPASS, March 1942, page 12; see also report of the National Board to the membership published in the June 1942 COMPASS.

# Social Work Fellowships and Scholarships

THIS list is compiled annually by the AASW as a method of bringing scholarship opportunities to the attention of those who might be interested and qualified to apply for them. Information in regard to scholarship offerings in the member schools of the Association of Schools will be found in the list, together with some which are offered elsewhere.

The schools report that the number of applicants is always greatly in excess of the available scholarships and that an exceptionally good academic record as an undergraduate, plus evidence of the applicant's qualifications for the field of social work is essential in securing a scholarship. An undergraduate major in one of the social sciences is required in some instances and when experience is required for certain scholarships, this must have been of superior quality. There are ordinarily no geographical limitations in applying for scholarships and the schools report wide distribution in applications received and scholarships awarded.

## I. AMERICAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK

### 1—Atlanta University School of Social Work, Atlanta, Ga.

#### SCHOLARSHIPS AND FELLOWSHIPS 1943-44

Several tuition scholarships available to qualified students offered by the School.

One tuition scholarship offered by Alumni Association of School. (This is really a loan fund which the recipient repays after graduation.)

### 2—Boston College School of Social Work, Boston, Mass.

#### SCHOLARSHIP 1943-44

A two-year scholarship will be available in June, 1943, covering \$300 tuition costs for each academic year. Candidates for the scholarship must comply with the regular admission standards of the School. Application should be filed not later than April 30, 1943.

### 3—Boston University, Boston, Mass. School of Social Work.

#### SCHOLARSHIPS 1943-44

Three Tuition Scholarships—\$300 each. Awards are made on the basis of scholarship and probable efficiency in social work.

Two Assistantships—\$300 each, applicable toward tuition. Award is made on the basis of special abilities.

In addition, the school offers a limited number of loans. Applications should be made not later than May 15, 1943.

### 4—Bryn Mawr College, Bryn Mawr, Pa. Carola Woerishoffer Graduate Department of Social Economy and Social Research.

Preparation for positions dealing with Social Case Work, Child Welfare, Group Work, Public Welfare Administration, Federal, State and Municipal Departments of Welfare and Labor, Vocational Guidance, the Public Employment Service, Social Welfare Planning, Administration of Social Agencies, and Social and Industrial Research; graduate study in Sociology and the Social Sciences. In addition to the Two-year Certificate in Social Economy, the degrees of Master of Arts and of Doctor of Philosophy are offered by Bryn Mawr College and are accordingly available to students in the Carola Woerishoffer Graduate Department of

Social Economy and Social Research who satisfy the requirements for those degrees. For admission to the Department, students must present a diploma from some college of recognized standing with major work completed in the field of the Social Sciences: Economics, Politics, Psychology or Sociology.

#### RESEARCH ASSISTANTSHIP 1943-44

A Susan M. Kingsbury Research Assistantship in Social Economy and Social Research, comprising a stipend of \$800 and a remission of tuition, is awarded annually on the recommendation of the Director of the Carola Woerishoffer Graduate Department of Social Economy and Social Research. It is open to graduates of any college of good standing, preferably students of advanced standing and candidates for the degree of Doctor of Philosophy, who, from either training or experience, have knowledge of methods and techniques in social investigation.

#### FELLOWSHIPS 1943-44

Two Carola Woerishoffer Memorial Fellowships of the value of \$860 each are awarded annually on the ground of excellence in scholarship to candidates who have completed at least one year of graduate work at some college of good standing after obtaining their first degree.

#### SCHOLARSHIPS 1943-44

Two Carola Woerishoffer Memorial Scholarships of the value of \$400 each are offered annually and are open for competition to graduates of Bryn Mawr College or of any other college of good standing.

Three non-resident tuition scholarships in Social Economy of the value of \$250 each are offered to students interested in the field of public welfare. Preference will be given to candidates with experience in public welfare administration having full- or part-time leave of absence from their organization for educational purposes.

In addition, the Family Society of Philadelphia and certain other social agencies in Philadelphia and the vicinity offer a limited number of scholarships of varying amounts to second-year graduate students who are candidates for the Two-year Certificate in Social Economy. These agency scholarships allow part-time graduate study in the Carola Woerishoffer Department.

#### APPLICATION

For further information and application blanks, address Secretary, Department of Social Economy, Bryn Mawr College. Applications should be received by March 1, 1943.

**5—Buffalo, University of Buffalo, N. Y. School of Social Work.**

SCHOLARSHIPS AND ASSISTANTSHIPS 1943-44

Working Assistantship in social work open to college graduates on a competitive basis. Provides \$350 (tuition to be paid from this appropriation). Open only to second-year post-graduate students. Agency field work scholarships averaging \$50 a month are also available to advanced students.

In addition, the income from a \$1,000 fund is available as a prize to pre-social work students taking their B.A. in the Department of Sociology.

**6—California, University of Berkeley, Calif.**

SCHOLARSHIPS 1943-44

*James Denman Scholarship* is open to women students, graduate or undergraduate, of the University of California preparing to enter upon some municipal or quasi-public employment, having in view the systematic regulation, care, and fostering of the recreation of young people in large cities.

A number of general University scholarships are open to graduate students in social welfare. Announcements will be sent by the Dean of the Graduate Division. Scholarship applications must be made by February 20, 1943.

A few teaching and field work assistantships, at rates of remuneration ranging from \$162.50 to \$600 are available for students who have completed, with distinction at least one year of graduate study in social work. Applications should be made to the Department of Social Welfare as early as possible before the beginning of the fall term, preferably by May 1, 1943.

Small loans are obtainable from the general University loan funds, the Chickering Loan Fund, and the Social Service Curriculum Alumni Loan Fund.

**7—Carnegie Institute of Technology, Pittsburgh, Pa. Margaret Morrison Carnegie College.**

SCHOLARSHIPS 1943-44

General scholarships offered in the undergraduate curriculum are listed in the Margaret Morrison Carnegie College Bulletin and are open to any qualifying student pursuing the pre-professional course.

The Department offers two Graduate Assistantships of \$250 each to second-year students.

Two resident scholarships in a state hospital are available to second-year students wishing to major in psychiatric social work, and some agency fellowships in Pittsburgh are also available to qualifying second-year students majoring in case work or group work.

**8—Catholic University of America, Washington, D. C. School of Social Work.**

SCHOLARSHIPS 1943-44

Twenty-five full scholarships (including room, board, and tuition but not fees) established by the Knights of Columbus at the Catholic University of America are available annually to Catholic laymen. One or more of these scholarships, which are awarded on the basis of a competitive examination, may be available to students in the School of Social Work during the academic year 1943-44. Registration for the examination must be made before March 1, 1943. Approximately ten internships offering maintenance

in institutions in the District of Columbia for a prescribed number of hours of work are available to laymen. In addition to maintenance, five of these internships provide a small monthly salary. Applicants for these internships must have filed all necessary application materials with the School and have been accepted for admission to the School before they will be recommended to these institutions.

The School of Social Work has the privilege of referring qualified students to a national foundation which provides non-interest-bearing loans to graduate students within one year of the degree.

Applications for scholarships must be submitted to the Dean on or before April 1, 1943.

**9—Chicago, University of Chicago, Ill. School of Social Service Administration.**

FELLOWSHIPS 1943-44

Two University fellowships carry stipends of \$600 and \$750 from which tuition fees must be paid. They are available for students who have completed at least two years of graduate work in social service and have had experience in social work.

A special fellowship fund founded by the alumni of the Chicago School of Civics and Philanthropy yields approximately \$700 biennially and is usually awarded to a candidate who has already had experience in social work, and who has completed part of the School's program.

*The Grace Abbott Memorial Fellowship* of \$600 for an academic year of three quarters is granted to a student who has had experience in public welfare work and plans to return to work in the public social service.

(This should not be confused with the independent Grace Abbott Fellowship offered by the Delta Gamma Fraternity announced elsewhere in this issue.)

*The Sophonisba P. Breckinridge Fellowship* provides a grant of \$600 for the academic year.

*The Edith Abbott Fellowship*, recently established by the alumni for students not able to finance the entire cost of their education, will be awarded for the first time for the year 1943-44.

*The Leila Houghteling Fellowships and Scholarships* range from tuition fees to the sum of \$600 a year, depending upon the student's assignment. They are available only to those candidates who have completed a substantial amount of professional work (including field work) in the School of Social Service Administration.

*The Commonwealth Fund Fellowships*—For several years the School has received from the Commonwealth Fund an annual grant for special fellowships in psychiatric social work. These fellowship grants are usually awarded to students who have already completed not less than two quarters of work in the School, who have shown special interest in and capacity for work in the field of Mental Hygiene, and who are planning to remain to complete the two-year program leading to the degree of Master of Arts.

SCHOLARSHIPS 1943-44

A limited number of graduate service scholarships and half scholarships are available, carrying stipends which cover only tuition or half-tuition and carry a service obligation of eight (or four) hours a week. Information concerning these scholarships may be obtained from the Dean of the School.

A few Hannah Solomon Scholarships carrying tuition are granted by the National Council of Jewish Juniors.

The LaVerne Noyes Foundation provides tuition scholarships for deserving students who have served in the Army or Navy, or who are descendants of any one who served in the Great War.

All fellowships and scholarships are available only to graduate students with good scholarship records in the colleges or universities attended and when experience is required, evidence must be submitted showing that this has been experience of superior quality indicating promise of further development and a future contribution to the field.

#### LOAN FUNDS

The Helen M. Crittenden Loan Fund, the Leila Houghteling Loan Fund, The Sidney Teller Loan Fund, the James Leake Loan Fund, and the Alumini Loan Fund are available for small loans to students who have already completed one or more quarters of work.

#### 10—Denver, University of, Denver, Colo. School of Social Work.

##### SCHOLARSHIPS AND ASSISTANTSHIPS 1943-44

General university fellowships, scholarships and loan funds are open to students in this School. (See University Year Book.)

The Denver Chapter of the American Association of Social Workers provides a loan fund to a student of the School, selected by a committee of the Chapter in consultation with a member of the faculty of the School. This is available to students who have completed satisfactorily one or more quarters of work in the School.

The James T. Tunnell, Jr., Loan Fund, a memorial to a former student, member of the faculty and social worker of Denver, and the Gladys Mead Scholarship and Loan Fund, established by an alumna of the School, are available upon application to the University Loan Committee.

There are also four student assistantships, approximately \$150 for the academic year, for students who serve as assistants in the School.

#### 11—Fordham University, New York City. School of Social Service, Woolworth Bldg., N. Y. C.

##### SCHOLARSHIPS AND LOANS 1943-44

The Margaret Cummings Haney Scholarship, and the Adelaide McNamara Scholarship, provide part tuition for students who have completed at least one semester's work at the school. The Elizabeth Cady Memorial Fund is also available for small loans to students who may need supplementary aid. The St. Vincent de Paul Society has made available the Thomas Mulry Scholarship. All awards are based on the applicant's school record and financial circumstances. Applications should be made in writing and addressed to the Regent. No fellowships are offered by the School.

Two University Scholarships are offered as awards to two students completing their first year's work with the highest rating in scholastic merit and in field work performance.

Some agencies cooperating with the School have in the past several years provided scholarships and fellowships to students who first meet the school admission requirements and are accepted by the school.

Catholic Charities of Brooklyn offers loan scholarships for three semesters to students and a financial stipend for the fourth semester.

The Catholic Home Bureau of New York and the Angel Guardian Home of Brooklyn have been offering several fellowships each year.

Inquiry regarding any of these agency scholarships or fellowships should be made at the school or the agency.

During the current year, one student from Chile, South America, has been awarded the Fordham University Scholarship granted to the N.C.W.C.

#### 12—Indiana University, Indianapolis, Ind. Training Course for Social Work.

##### SCHOLARSHIPS 1943-44

Amos W. Butler Memorial Scholarships available to advanced students in public welfare administration.

Katharine Holliday Daniels Memorial Loan Fund, loans without interest to advanced students preparing for group work or allied fields.

Institutional Maintenance Scholarships for advanced students in selected institutions.

#### 13—Louisiana State University, Baton Rouge. Louisiana School of Social Welfare.

##### ASSISTANTSHIPS 1943-44

A limited number of assistantships are available to students who lack financial resources and who give evidence of outstanding qualifications for career service in the social welfare field. Applications for assistantships for the fall semester should be made prior to May 1, 1943.

#### 14—Louisville, University of, Louisville, Ky. Graduate Division of Social Administration.

##### SCHOLARSHIPS 1943-44

A limited number of tuition scholarships are available to qualified graduate students.

The Harriet Anderson tuition scholarship, half-loan and half-gift, is offered by the Kentucky Chapter of A.A.S.W.

Several fellowships are made available on a joint-placement basis by Louisville social agencies.

#### 15—Loyola University, Chicago, Ill. School of Social Work.

##### SCHOLARSHIPS 1943-44

Five partial scholarships established in the School of Social Work by the Alumnae Association of Loyola University are available to graduate students. Three scholarships provide \$250 and two provide \$125. The President's scholarship, offered each year, provides \$400 to a graduate of Loyola University College of Arts and Sciences.

#### 16—Michigan, University of, Institute of Public and Social Administration, 60 Farnsworth Ave., Detroit, Michigan. Curriculum in Social Work.

##### FELLOWSHIPS AND SCHOLARSHIPS 1943-44

Graduate students in social work are eligible to apply for University fellowships and scholarships open to graduate students generally in the University. University fellowships of \$500 each are awarded on a competitive basis to graduate students in different fields. Applications should be received not later than February 15, 1943.

There are some field scholarships provided by co-operating agencies, individually and jointly, paying \$60 to \$90 a month for students who have demonstrated special ability or who show promise in casework, community organization and vocational guidance.

**17—Minnesota, University of Minneapolis. School of Social Work.**

**FELLOWSHIPS AND TEACHING ASSISTANTSHIPS 1943-44**

1. One in Medical Social Work, a varying grant or loan not exceeding a maximum of \$150 a quarter available to students who have been in residence at least one quarter as graduate social work students.

2. One, applicable in any field of social work. This is known as the Faculty Fellowship in Social Work. It requires one quarter of previous graduate residence in social work and grants \$150 a quarter with tuition exemption.

3. Two, known as the St. Paul Family Service Fellowships. For second year students. \$75 a month. Tuition is not exempt. Transfer students are eligible.

4. Three, known as the Minneapolis Family Welfare Association Fellowships. For second year students. \$75 a month. Tuition is not exempt. Transfer students are eligible.

5. Two, known as the Minneapolis Children's Protective Society Fellowships. For second year students. \$75 a month. Tuition is not exempt. Transfer students are eligible.

6. Four to six teaching assistantships available each year. These positions carry an honorarium of \$300 to \$600 a year with tuition exemption.

7. One teaching assistantship at \$225 per year. Tuition is not exempt.

8. The School of Social Work at the University of Minnesota has been approved for Red Cross fellowships in medical social work. These are available only to second year students and provide \$65 per month and tuition.

Application should be made before March 1, 1943.

**18—Montreal School of Social Work, 3600 University Street, Montreal, Canada.**

**REDUCED FEES, FELLOWSHIPS AND BURSARIES**

By special arrangement a limited number of well equipped students nominated by certain local agencies and prepared to accept positions in Montreal upon graduation, may be accepted on half fees.

The School offers free tuition in the Diploma course to two suitably prepared men or women graduates of McGill University. Candidates should be prepared to accept positions in local social agencies at the conclusion of the training period.

The Munderloh Fellowship of \$500 per annum and a few smaller fellowships and bursaries including a bursary of \$60 offered by the Local Council of Jewish Women are available. While awards are made only to students of attainment and promise, the financial needs of applicants will receive consideration. Enquiries should be addressed to the Director of the School.

The Alumni Society of the School has recently established a Loan Fund for the use of students.

**19—National Catholic School of Social Service, Washington, D. C.**

**FELLOWSHIPS AND SCHOLARSHIPS 1943-44**

Nine full scholarships, ten part scholarships, and seven scholarships may be awarded.

Candidates are nominated by patrons who have created the endowments. Eligibility usually requires residence in the Diocese of the sponsor or membership in the sponsoring organization. A limited number are designated by the School Administration.

**FULL FELLOWSHIPS (ENDOWED)**

Full Fellowships offer both tuition (\$300 annually) and maintenance (\$500 annually).

1. The Queen Isabella Foundation, Daughters of Isabella (3). \$800.

2. Hartford Fellowship, Diocesan Council of Catholic Women, Hartford, Connecticut (1). \$800.

**PART FELLOWSHIPS (ENDOWED)**

Part Fellowships offer amounts varying from \$300 to \$500 annually.

1. Mary Gess Schrems Fellowship, Diocesan Council of Catholic Women, Cleveland, Ohio (1).

2. Anna Clarke Hanna Fellowship, Archdiocesan Council of Catholic Women, San Francisco, California (1).

3. Christine Parrott Donohue Fellowship, Mr. Joseph Donohue, San Francisco, California (1).

4. Hines Fellowship, Mrs. Loretto Hines, Chicago, Illinois (1).

5. Teresa Molamphy Fellowship, Pittsburgh Diocesan Council of Catholic Women, Pittsburgh (1).

6. Florence Bain Seymour Fellowship, sponsored by the League of Catholic Women of Detroit, Michigan (1).

**ANNUAL FELLOWSHIPS**

Annual Fellowships provide all or part of tuition (\$300) and/or maintenance (\$500) for one year.

1. Sacred Heart Alumnae Scholarship, The Associated Alumnae of Sacred Heart Convents, Kansas City, Missouri (1). \$300.\*

2. Bishop Noll Fellowship, Fort Wayne Diocesan Council of Catholic Women, Fort Wayne, Indiana (1). \$500.†

3. Glennon Fellowship, Archdiocesan Council of Catholic Women, St. Louis, Missouri (1). Amount to be decided at time of award.

4. Rt. Rev. Francis J. Haas Fellowship, Archdiocesan Council of Catholic Women, Milwaukee, Wisconsin (1). Amount to be decided at time of award.\*

5. Young Ladies Institute Fellowship. Young Ladies Institute on the West Coast (1). \$800.

6. LeBlond Fellowship, Mrs. R. K. LeBlond, Archdiocese of Cincinnati, Ohio (1).† \$800.

7. Most Rev. John J. Cantwell, D.D., Archdiocese of Los Angeles, California (1).† \$800.

8. Most Rev. Francis J. L. Beckman Fellowship, Dubuque Archdiocesan Council of Catholic Women, Dubuque, Iowa (1). \$800.

9. Catholic Charities and St. Vincent de Paul Society, Diocese of Syracuse, New York (1).† \$800.

**SCHOLARSHIPS**

Scholarships provide tuition (\$300) only.

1. Catholic Charities, Archdiocese of New York (1).†

2. Washington Auxiliary, National Catholic School of Social Service (2). \$150 grant—\$150 loan.

3. Catholic Daughters of America, Court District of Columbia, No. 212 (1). \$300.

4. Overseas Division, National Council of Catholic Women (1). \$300.\*

5. a'Kempis Club, New Jersey (3). \$300.\*

The school also provides work opportunities at the School for a limited number of students.

The school may also recommend approved students for proper scholarships granted by State Departments

of Public Welfare, the American Red Cross, Girl Scouts of America, etc.

\* \* \*

All candidates for scholarships or fellowships must be approved by the Admissions Committee of the school.

Scholarships and fellowships are granted on the basis of a competitive examination.

All candidates must hold a Bachelor's degree from a college of recognized standing.

Candidates must be not less than twenty-one nor more than thirty-five years of age.

Applications for fellowships or scholarships must be submitted before April 1, 1943.

All communications should be addressed to the Director, National Catholic School of Social Service, 2400-19th Street, N. W., Washington, D. C.

\* Scholarship granted as a loan to be repaid in whole or in part after graduation.

† Contingent on renomination of present holder.

## 20—Nebraska, University of, Lincoln, Neb. Graduate School of Social Work.

### SCHOLARSHIPS, ASSISTANTSHIPS, LOANS, 1943-44

*Regent's Scholarship.* One Regent's scholarship for each Nebraska college or university, carrying complete tuition for one year, open to graduates of Nebraska colleges wishing to enter any department of the University. Application should be filed with the President of the institution from which the student is graduating.

*Mortar Board Scholarship.* One Mortar Board scholarship of \$150 for a graduate woman. Apply to the Dean of the Graduate College, Social Science Building 102. Free tuition is given by the University.

*Edith and Grace Abbott Scholarships.* One of \$100 and free tuition first semester; one of \$100 and free tuition, second semester. These two scholarships and other gifts are made possible by the Nebraska Chapter of the American Association of Social Workers, and are awarded without regard to race, creed, or residence, to eligible graduate students who wish to enter the profession of social work.

*Graduate Scholarship in Social Work.* One or more scholarships of not less than two hundred fifty dollars each plus free tuition will be awarded for the academic year of 1943-44 to students of outstanding promise who, without such assistance, would be unable to undertake graduate study.

*Graduate Assistantship in Social Work.* At least one graduate assistantship, of an amount commensurate with the quality and quantity of service the student is able to render, is available in the Graduate School of Social Work for a student of demonstrated competence who is unable to continue graduate study without such assistance.

Further information and application forms may be secured from the Director of the School except as specified above. Scholarships will be awarded not later than April 1, 1943.

## 21—The New York School of Social Work, Columbia University, 122 East 22nd Street, New York City.

### FELLOWSHIPS FOR SPRING, SUMMER AND FALL QUARTERS 1942-43

*The Scholarship Fund of the Harlem Committee of the Community Service Society of New York.* Two tuition scholarships offering tuition of \$375 for three continuous quarters to cover a full-time day program

of study. The scholarships are open to Negro men and women between the ages of 21 and 30 who have had at least two years' continuous residence in Greater New York. Applicants must qualify as regular graduate students eligible for the master's degree (see admission requirements in the School's General Announcement). Application blanks secured from the School must be filed by January 20, 1943.

### FELLOWSHIPS 1943-44

*Note:* If circumstances growing out of the war emergency make it necessary to cancel any of these fellowships, due notice will be given to applicants.

### COMMONWEALTH FUND FELLOWSHIPS

A number of Commonwealth Fund fellowships varying in amount, will be offered for training in psychiatric social work. Applicants must meet all the educational requirements for admission as degree candidates (see admission requirements in the School's General Announcement). In addition they must have completed at the time of application at least two quarters or semesters of graduate training (full-time or equivalent) including some psychiatric theory in an accredited school of social work. If professional training has not included field work, an applicant must have had in addition to this training a minimum of two years' experience in intensive case work under supervision. Application blanks secured from the School must be filed not later than March 1, 1943.

### ELLA SACHS PLOTZ, JOINT FELLOWSHIP NATIONAL URBAN LEAGUE AND THE SCHOOL

A grant of \$700 for maintenance awarded annually by the National Urban League and supplemented by a tuition grant from the School. This fellowship is for a Negro student training for social work, and covers approximately half the degree course. Applicants must qualify as regular graduate students eligible for the master's degree (see admission requirements in the School's General Announcement). Application should be made before March 1, 1943, to the National Urban League, 1133 Broadway, New York, N. Y.

### JOINT FELLOWSHIPS, THE PORTER R. LEE MEMORIAL FUND AND THE SCHOOL

A number of fellowships varying in amount and involving a combination of loans and grants offered on a competitive basis. These awards for the coming academic year are open to candidates living outside the states of New York, New Jersey and Connecticut who: qualify as regular graduate students eligible for the master's degree (see admission requirements in the School's General Announcement); are employed in the field of public welfare; have completed, at time of filing, at least 18 months of successful professional experience in this field; are committed or expect to return to their states for work; are between the ages of 25 and 35 and can attend the School for at least two quarters. Application blanks secured from the School must be filed by March 1, 1943.

### WILLARD STRAIGHT FELLOWSHIP

A fellowship of \$1,400 for a foreign student. Tuition for the fellowship period, approximately nine months, must be paid to the School from this fellowship grant. The grant does not cover traveling expenses. Applicants must have a background of social work experience in their own country and expect to return there to engage in social work. They should have sufficient knowledge of English to carry a full School program, including lectures, discussion and field work. Application blanks secured from the School must be filed not later than February 15, 1943.

## WORK-STUDY FELLOWSHIPS

The School will award a limited number of tuition fellowships, combined with opportunities to earn maintenance in selected institutions, clubs or settlements. These will be open to men and women living outside New York City who can remain at the School for nine months or a full year. Students must cover their own incidental expenses for which approximately \$25 a month should be allowed.

Applicants must qualify as regular graduate students eligible for the master's degree (see admission requirements in the School's General Announcement). The choice of candidates will be determined by their qualifications for the School program and by their equipment for the available work opportunities. Although age limits are not fixed, in general 23 to 28 are the ages most acceptable to the institutions. For most of the positions, experience in which the candidate has demonstrated ability to live and work with groups and to carry responsibility is desirable. This competition is open to college seniors only if they have previously had some substantial work experience. Application blanks secured from the School must be filed not later than *February 15, 1943*.

## 22—North Carolina, University of, Chapel Hill, N. C. Division of Public Welfare and Social Work.

## FELLOWSHIPS AND SCHOLARSHIPS 1943-44

No special scholarships or fellowships offered in the Division of Public Welfare and Social Work. The limited number of scholarships and fellowships offered by the University to graduate students in general are open to social work students as to other graduate students. Application for the following college year must be filed before *March 1, 1943*.

The University has a loan fund whereby approximately enough money may be borrowed at 4 per cent repayable over as long a period as sixty months beginning one year after student finishes study. Student agrees to give preference to one year of work in North Carolina.

## 23—Ohio State University, Columbus, Ohio. School of Social Administration, Graduate Program.

## SCHOLARSHIPS 1943-44

Prospective students in Social Administration are eligible to apply for fellowships and scholarships offered by the Graduate School of the University.

Funds for loans without interest are available.

Under certain conditions nonresident fees of \$150 per academic year are waived for a limited number of graduate students.

Robert G. Paterson Scholarship, \$300 and tuition.

Charles C. Stillman Scholarship, \$100 and tuition.

James Edward Hagerty Scholarship in Penology, \$180 and tuition.

James Edward Hagerty Scholarship in Community Organization, \$120 and tuition.

Each of the following scholarships yields \$60 and tuition:

Franklin H. Patterson Memorial Scholarship

Mrs. Charles B. Manning Scholarship

M. R. Bissell, Jr., Scholarship

School of Social Administration Associates, Inc., Scholarship

Erdis C. Robinson Scholarship

Community Chests and Councils, Inc., Scholarship

## 24—Oklahoma, University of, Norman, Okla. School of Social Work.

## RESEARCH FELLOWSHIPS 1943-44

The University of Oklahoma offers ten or more graduate research fellowships and scholarships. Appointments are assigned from year to year to various departments according to the merits of the applicants and the nature of the research problems submitted. Research fellowships carry stipends ranging from \$300 to \$400. Research scholarships carry stipends ranging from \$150 to \$200 and are usually awarded to students who are entering upon graduate study.

Applications for research fellowships and scholarships must be filed with the Dean of the Graduate School on or before *March 15, 1943*.

## 25—Pennsylvania School of Social Work, Affiliated with the University of Pennsylvania, 311 So. Juniper Street, Philadelphia, Pa.

## FELLOWSHIPS AND SCHOLARSHIPS 1943-44

The Pennsylvania School of Social Work announces that five first-year tuition scholarships will be available for students entering in the coming school year. A number of second-year fellowships and a tuition scholarship for work in the Advanced Curriculum will also be awarded in cooperation with social agencies of Philadelphia, offering special educational opportunities in specialized fields, including family social work, child placing, psychiatric social work, medical social work, and administration.

Both scholarships and fellowships are available only for applicants who have completed a full four-year course in an accredited college or university, and fellowships will be awarded only to persons who have successfully completed at least one year of graduate, professional education, including the substantial equivalent of the first year of the Graduate Course at the Pennsylvania School.

Applications for scholarships and fellowships should be received not later than *May 1, 1943*.

Loan funds administered by the Alumni Association of the School and the Rachel Pflaum Memorial Committee, are available to a limited number of students.

## 26—Pittsburgh, University of, Pittsburgh, Pa. School of Applied Social Sciences.

## FELLOWSHIPS AND SCHOLARSHIPS 1943-44

Through the cooperation of field instruction centers, the Buhl Foundation and the University Trustees, a limited number of fellowships and part tuition scholarships, ranging from small amounts up to a few Buhl fellowships at \$800 a year, are available. The Buhl Public Welfare and the Buhl Group Work fellowships are designed for persons of some experience in the field who are in a position to return after completion of work.

Assignments are made on the basis of merit and the financial needs of successful applicants.

Inquiries should be addressed to the office of the Dean not later than *April 1, 1943*.

## 27—Saint Louis University, St. Louis, Mo. School of Social Service.

## FELLOWSHIPS, SCHOLARSHIPS, PLACEMENTS 1943-44

Fellowships in medical social work open to college graduates with a background in the social sciences

and biology. The fellowships cover tuition costs and maintenance. Available to women students only.

A two-year scholarship to a Catholic girl of the Archdiocese of St. Louis. Available September, 1943. A loan scholarship offered by the Diocesan Catholic Charities of Omaha. Available September, 1943.

Scholarships covering tuition costs and maintenance (\$65 per month) for advanced students in family case work and medical social work. Offered by the American Red Cross with commitment to that agency after completion of training. Available September, 1943.

A limited number of institutional placements offered annually which provide board and lodging. These placements are available to prospective students in any of the major curricula offered by the School of Social Service.

Applications must be filed by *March 1, 1943*.

**28—Simmons College School of Social Work, 18 Somerset Street, Boston, Mass.**

**SCHOLARSHIPS AND LOANS 1943-44**

Several full tuition scholarships are available for graduate students. Application should be made by *April 15, 1943*.

A limited number of residence scholarships are available for qualified students in the second year of work in the psychiatric social work field.

Tuition loans are available.

Approved for Red Cross scholarships in medical and psychiatric social work.

**29—Smith College School for Social Work, Northampton, Mass.**

**SCHOLARSHIPS 1943-44**

Several \$450 and \$500 scholarships and twenty internships paying all maintenance expenses are available for students in the second and fourth sessions. Eight \$100 tuition scholarships are offered in the third and fifth sessions. Applications should be sent to the Director before *April 15, 1943*.

**30—Southern California, University of, Graduate School of Social Work, Los Angeles, Calif.**

**SCHOLARSHIPS 1943-44**

A few general service scholarships have been set aside for graduate students who are enrolled as candidates for advanced degrees and who are carrying full-time graduate work of the first or second year. The scholarships are available only to graduates of The University of Southern California, cover tuition (not including fees) for one academic year only, and call for service return to the University in the form of clerical or other assistance. These scholarships are awarded on the basis of high scholastic records and need of financial assistance. For further information and for application forms address the Secretary, Committee on Scholarships and Student Aid, the University of Southern California. All applications must be in the hands of the committee not later than *July 1, 1943*.

**ASSISTANTSHIPS 1943-44**

Approximately twenty-five assistantships are awarded each year to advanced graduate students who are selected on the basis of their exceptional scholastic accomplishment and promise and their competency for service in various departments of the University. Each assistantship yields a stipend of \$500, from which tuition and fees must be paid. The letter requesting an assistantship application form should specify the department in which the prospective ap-

plicant wishes to become an assistant and may be addressed to the Director of the Educational Program, The University of Southern California. The final date for filing applications for assistantships is *March 15, 1943*.

**RED CROSS AND GIRL SCOUT SCHOLARSHIPS**

Several scholarships in family and in medical social work have been available; also scholarships in group work have been given by the National Girl Scouts. Applications may be made to the University of Southern California, Graduate School of Social Work.

**31—Toronto, University of, Toronto, Canada. School of Social Work.**

A limited number of small scholarships and bursaries are available for qualified graduate students. These are described in the calendar of the Department. Application may be made upon special forms provided. Awards are announced after the autumn term has commenced.

**32—Tulane University, New Orleans, La. School of Social Work.**

**SCHOLARSHIPS 1943-44**

A limited number of free tuition scholarships available to qualified graduate students. Applications close *April 1, 1943*.

**33—Utah, University of, Salt Lake City, Utah. School of Social Work.**

**GRADUATE FELLOWSHIPS AND SCHOLARSHIPS AVAILABLE TO FULLY MATRICULATED STUDENTS IN THE SCHOOL OF SOCIAL WORK, UNIVERSITY OF UTAH, 1943-44**

Amy Whipple Evans Fellowship of \$250, given by the National Women's Relief Society.

One University of Utah Graduate Fellowship of \$200, and one for \$150, available to fully matriculated students.

Salt Lake Junior League Fellowship of \$150, available to a fully matriculated student.

Salt Lake City Altrusa Club Scholarship of \$50, available to a woman student.

Joint Staff, Salt Lake City, graduate scholarship of \$50, available to a fully matriculated student.

Twenty American Red Cross Scholarships of \$250 each, available to fully matriculated men and women students.

**34—Washington, State College of, Pullman, Washington. School of Social Work.**

**ASSISTANTSHIPS AND LOANS 1943-44**

Four \$200, two \$150, and one \$100 assistantships are available to students.

In two instances, non-resident fees of \$130 per academic year are waived. Assistantships are granted on the basis of merit and the financial needs of the student.

Loan funds administered by the Student Loan Committee of the college are available. Loans are not usually made before students have completed one semester of study.

Applications should be sent to the Director before *April 1, 1943*.

**35—Washington University, St. Louis, Mo. George Warren Brown Department of Social Work.**

SCHOLARSHIPS AND ASSISTANTSHIPS 1943-44

Washington University offers the following scholarships:

Family Welfare Scholarship of \$375, which carries an obligation to accept employment with the Provident Association of St. Louis for one year after the university work is completed, if offered.

City Advisory Committee Scholarship of \$300.

Six Department scholarships: three for first year students, covering tuition; three for second year students, amounting to \$350.

In addition, the following agencies offer to students in their second year, scholarships for block field work carrying \$50 a month for seven months:

Family Welfare Association of Milwaukee.

Associated Charities of Cincinnati.

Family Service Bureau of Houston.

Family Service Association of Grand Rapids.

Milwaukee Orphans Asylum.

Applications should be filed not later than *March 1, 1943*, and awards are made by the first of April for the following academic year.

**36—Washington, University of, Seattle, Wash. Graduate School of Social Work.**

SCHOLARSHIPS AND ASSISTANTSHIPS 1943-44

The E. C. Neufelder Scholarship, established by the will of Lily C. Neufelder, is open to any graduate woman who has already completed at least one quarter of graduate work in residence or who has finished her undergraduate work at the University of Washington. Award is made on the basis of excellent scholarship and financial need. Applications should be made to the Graduate School, 101 Parrington Hall, not later than *March 15, 1943*; the awards for the following year are announced about Commencement.

Three graduate assistantships are open to students who assist in the Graduate School of Social Work. Remuneration is complete tuition exemption and \$15 a month. Applications are received directly by the Graduate School of Social Work from students who have had at least two quarters of professional training at a recognized school of social work.

The Arlien Johnson Scholarship of \$150 including complete tuition exemption is awarded annually to a beginning student in the Graduate School of Social Work on the basis of scholarship and need. Applications should be made directly to the chairman of the Scholarship Committee of the Graduate School of Social Work.

FELLOWSHIPS

Three fellowships with the Family Society of Seattle are available to advanced students. The holders of these fellowships devote an equal part of their time to the agency and to their professional studies. These fellowships provide monthly stipends of approximately \$60 per student including complete tuition exemption and continue until he has completed the requirements for the degree. Applications should be made to the chairman of the Scholarship Committee of the Graduate School of Social Work.

One fellowship with the Washington Children's Home Society is available to an advanced student. The holder of this fellowship devotes an equal part of his time to the agency and to his professional studies. The fellowship provides a monthly stipend

of approximately \$60 including complete tuition exemption, and continues until the student has completed the requirements for the degree. Application should be made directly to the chairman of the Scholarship Committee of the Graduate School of Social Work.

Two work-study fellowships for men and women are available at Ryther Child Center, Seattle. These fellowships are of one or two years' duration, pay \$35 per month and full maintenance. Service is given the Center by the student through work on the House Staff, with the privilege of staff participation. Applications should be made directly to the Graduate School of Social Work.

Sarah Loretta Denny Fellowships—Three fellowships are open to graduate students in any department of the University. Application should be made to the Graduate School, 101 Parrington Hall.

LOAN FUNDS

The Mildred E. Buck Loan Fund is available for small loans to students. Applications should be made to the Graduate School of Social Work. Loans are determined by scholarship, financial need, and prospective placement in a position. Terms are individual.

The Leona M. Hickman Student Loan Fund is available for male residents (one year) of King County Washington, over 21 years of age. Period of loan is determined individually. Applications should be made to Donald Stewart, Department of Sociology, University of Washington, or to the Trustee, the People's National Bank of Washington, 1414 Fourth Avenue, Seattle.

The American Association of Social Workers, Puget Sound Group, Washington Chapter, Education Loan Fund is available to members, men or women. Applications should be made to the Education Loan Fund Committee, Miss Patricia Kane, Chairman, Catholic Charities, 907 Terry, Seattle.

**37—Wayne University, Detroit, Mich. School of Public Affairs and Social Work.**

SCHOLARSHIPS AND FELLOWSHIPS 1943-44

Graduate students are eligible to apply for the general scholarships and loan funds open to all students in the University. In addition, 28 fellowships and student stipends have been provided by local and state agencies. These range from maintenance fellowships to those offering \$25 to \$115 a month and lasting from five to twelve months. Applications for such fellowships must be made not later than *May 1, 1943*. A more detailed description of application procedure is found in the School catalog.

**38—Western Reserve University, Cleveland, Ohio. School of Applied Social Sciences.**

GRANTS, LOANS, AND FELLOWSHIPS, 1943-44

Grants-in-aid are provided by Cleveland and Akron social agencies in amounts up to \$1,000 for the 4 semesters, for students in child welfare, family case work, group work, and home economics, and up to \$850 for students in medical social work. Grants do not include tuition and the maximum is not sufficient to cover all expenses.

Loan Funds are available to students in medical social work through the Eastern Central District of the American Association of Medical Social Workers, and through the social service department of the University Hospitals. The Home Economics Committee of the Institute for Family Service maintains a loan fund for students preparing for home economics

in social work. Limited loan funds are available in certain children's, family, and group work agencies. Loans to meet emergencies may be obtained from the Alumni Association.

All grants and loans are awarded on the basis of established need after financial investigation.

Fellowships for students in psychiatric social work are available through the Commonwealth Fund. American Red Cross scholarships are available to students in medical social work and psychiatric social work preparing for service with the armed forces and for students in the Home Service sections in that organization.

Maintenance covering board and room only may be secured by a limited number of students in child welfare and group work.

Applications should be made to the Admissions Office well in advance of the date on which admission is desired.

#### **39—West Virginia, University of, Morgantown, West Virginia, Department of Social Work.**

The Junior League Scholarship, \$150 a year, is awarded to a student who is a resident of West Virginia and who has completed his undergraduate work in an accredited academic institution. The student is selected by the Head of the Department.

The Student Loan Fund of the West Virginia State Conference of Social Work is available, without interest, to individual students. No one student may be granted more than \$200 a year. The students are selected by the Head of the Department and the Chairman of the Student Loan Committee.

#### **40—William and Mary, College of; Richmond School of Social Work, Richmond, Va.**

A limited number of fellowships varying from \$100 to \$250 are offered by the School each year to college graduates. One-half of each fellowship is a working scholarship and the balance is a loan repayable after the student has completed the one year or the two year social work course.

Also agency fellowships ranging from \$450 to \$800 for an academic year are occasionally available. They are granted only on the basis of personal interview and usually entail no obligation to accept employment with the agency upon the completion of the student's course of study.

### **II. OTHER SCHOLARSHIPS**

#### **1—The Grace Abbott Fellowship in Public Welfare Administration.**

A Public Welfare Fellowship of \$1,000 for the academic year 1943-44 is again offered by the national Delta Gamma fraternity in honor of the public services of Grace Abbott, who was a member of Delta Gamma when she was a student at the University of Nebraska. This fellowship is open to any woman graduate of an accredited American college or university and may be used at any accredited school of social work, but it is restricted to candidates who have been employed in the public welfare service and who plan to return to the public service. The fellowship will be awarded in May, 1943, by a committee of Delta Gamma alumnae of which Mrs. Arthur H. Vandenberg, of Grand Rapids, Michigan, and Washington, D. C., is chairman. Application blanks may be obtained from the corresponding secretary of the committee, Mrs. Florence H. Blanchard, 2573 Van

Dorn Street, Lincoln, Nebraska. Applications should be filed not later than April 1, 1943. Any applicant who filed for the 1941-42 or 1942-43 Fellowships and who may wish to apply again should send for a second application form, but any material filed previously is still available in the files of the committee.

#### **2—American Red Cross Scholarships.**

##### **MEDICAL AND PSYCHIATRIC SOCIAL WORK**

A program of American Red Cross scholarship aid has been established as one means of increasing the number of qualified medical and psychiatric social workers available for Army and Navy hospitals and medical and psychiatric units. Scholarships will be granted to selected persons interested in training for these fields of social work in schools offering approved curricula in medical or psychiatric work. Candidates may designate the school of their choice from the approved list. The aid will cover one academic year—two semesters or three quarters. Upon completion of training the scholarship student will be expected to fulfill an agreement for two years' employment with the American National Red Cross within the Continental limits of the United States unless a student volunteers for Insular or Foreign service.

Candidates must be between 22 and 40 years of age, in good physical health, and must have personality qualifications which indicate a likelihood of success in their chosen fields of work. Educational requirements include the successful completion of one academic year of work in an accredited graduate school of social work. Scholarships provide full tuition and an allowance of \$65 a month for maintenance. Application forms may be obtained by writing to area assistant directors of the Military and Naval Welfare Service, Hospital Service, or the Personnel Training Unit, Services to the Armed Forces, American Red Cross, National Headquarters, Washington, D. C. Area office addresses are as follows: North Atlantic Area: 300 Fourth Avenue, New York City; Eastern Area: 615 North St. Asaph Street, Alexandria, Va.; Midwestern Area: 1709 Washington Avenue, St. Louis, Mo.; Pacific Area: Civic Auditorium, San Francisco, Calif.

##### **Schools with Approved Courses in Psychiatric Social Work**

**University of California, Department of Social Welfare**

**Catholic University of America**

**University of Chicago, School of Social Service Administration**

**New York School of Social Work of Columbia University**

**Pennsylvania School of Social Work**

**University of Pittsburgh, School of Applied Social Sciences**

**Simmons College School of Social Work**

**Smith College School of Social Work**

**Western Reserve University, School of Applied Social Sciences**

##### **Schools with Approved Courses in Medical Social Work**

**University of California, Department of Social Welfare**

**University of Chicago, School of Social Service Administration**

**Fordham University School of Social Service**

National Catholic School of Social Service  
New York School of Social Work of Columbia  
University  
University of Minnesota, School of Social Work  
University of Pittsburgh, School of Applied  
Social Sciences  
St. Louis University School of Social Service  
Simmons College School of Social Work  
University of Southern California, Graduate  
School of Social Work  
Tulane University, School of Social Work  
Washington University, The George Warren  
Brown Department of Social Work  
University of Washington, Graduate School of  
Social Work, Seattle, Wash.  
Western Reserve University, School of Applied  
Social Sciences.

#### HOME SERVICE

As one means of increasing the number of qualified Home Service Personnel the Red Cross has established 46 scholarships for persons eligible for admission to the second year course in schools of social work. Candidates must be between 25 and 40 years of age and have an interest in employment in smaller cities and towns throughout the country. A scholarship requirement is that the student will spend two years of subsequent employment in Red Cross Home Service.

This scholarship plan has been in effect since September, 1942. A limited number of scholarships

are still available for persons wishing to enter school training in the second semester, or second quarter.

Training centers have been developed in cooperation with eight metropolitan Red Cross chapters and the 12 schools of social work adjacent to these chapters.

Scholarships provide full tuition and a monthly maintenance of \$65 for the period of the school year. Application should be made to the directors of home service in the appropriate Red Cross area; North Atlantic area, 300 Fourth Avenue, New York City; Eastern area, 615 North St. Asaph Street, Alexandria, Va.; Midwestern area, 1709 Washington Avenue, St. Louis, Mo.; and Pacific area, Civic Auditorium, San Francisco, Calif. *Cooperating Red Cross chapters are:* Boston, Mass.; Cleveland, Ohio; New Orleans, La.; St. Louis, Mo.; Chicago, Ill.; Denver, Colo.; San Francisco, Calif.; Los Angeles, Calif. *Coperating schools are:* Boston College School of Social Work; Boston University School of Social Work; Denver University School of Social Work; Simmons College School of Social Work; St. Louis University School of Social Service; Tulane University School of Social Work; University of California, Department of Social Welfare; University of Chicago, School of Social Service Administration; University of Southern California, Graduate School of Social Work; Washington University, George Warren Brown Department of Social Work; Western Reserve University, School of Applied Social Sciences; New York School of Social Work.

